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COLLABORATION TO INSTITUTIONALIZE SERVICE-LEARNING IN HIGHER
EDUCATION ORGANIZATIONS: THE RELATIONSHIP BETWEEN THE
STRUCTURES OF ACADEMIC AND STUDENT AFFAIRS

A Dissertation Presented

by

JOANNE A. DREHER

Submitted to the Graduate College of Education
University of Massachusetts Boston,
in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

June 2008

Higher Education Administration Program

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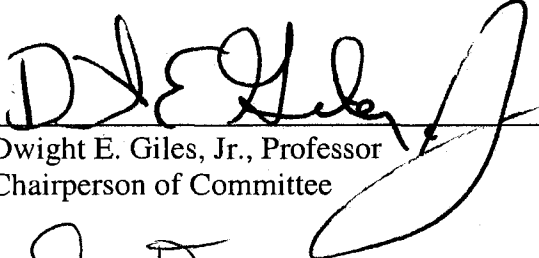
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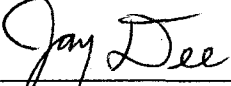
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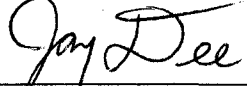
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ABSTRACT

COLLABORATION TO INSTITUTIONALIZE SERVICE-LEARNING IN HIGHER EDUCATION ORGANIZATIONS: THE RELATIONSHIP BETWEEN THE STRUCTURES OF ACADEMIC AND STUDENT AFFAIRS

June 2008

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Higher education organizations are distinguished by a structural divide between academic affairs and student affairs. Specific to this separation is the divide between the formal curriculum created and managed by faculty and the informal 'hidden' curriculum developed and delivered to students by student affairs professionals. This divide prompts questions about the role of structure and the cultures that are reinforced by those structures to influence collaboration to integrate new pedagogies such as service-learning.

Case study design was used to analyze three institutions in New England to understand the influence of organizational structures to institutionalize service-learning and to determine the degree to which collaboration between divisions at those campuses influences the institutionalization of this pedagogy. To approach the study it was

important to understand the structural characteristics that define the work environments of each campus, and how institutional constituents, including faculty, senior leaders, student affairs professionals, and service-learning directors and staff understand the meaning and value of service-learning as a conceptual model of education. Six themes provided a framework for cross-campus comparison: separate purposes and responsibilities, faculty culture and relationships to student affairs, faculty authority over the academic curriculum, role of the senior academic administrator to motivate collaboration, separate reporting structures for academic affairs and student affairs, and the role of the academic department and its influence on collaboration. Interviews were the primary method of data collection, supported by analysis of institutional documents and observations at each campus.

The results of the study show that the divide between faculty and student affairs continues to be a critical institutional factor in higher education. However, findings also provide evidence that in some institutions traditional boundaries have become more permeable and fluid, enabling professional staff and faculty to work in more cooperative ways to expand a culture of service and contribute to sustained service-learning pedagogy.

DEDICATION

For Jerry

My husband and best friend,

With appreciation and love.

ACKNOWLEDGEMENTS

I wish to express my gratitude to the individuals whose contributions helped me in so many ways to complete the dissertation.

I am deeply grateful to my family not only for their encouragement to embark on this journey but also for their continued support each step of the way. Their confidence in me never wavered. This is our achievement.

I am appreciative to the members of my committee, Dr. Dwight E. Giles, Jr., Dr. Jay R. Dee, and Dr. Cathy Burack, for their guidance on each leg of this long journey. Their thoughtful responses to my work and their insights into the complex elements of the study helped me to value the research process, challenging me to dig deeply to examine and savour the richness of the experience.

Because the conditions of the study promised confidentiality, I am not able to name the campuses or those individuals who participated. I am indebted to the participants who candidly shared their perspectives of institutional practices, dimensions of community relationships, and personal experiences with service-learning pedagogy.

I am grateful for the assistance of the Executive Directors of the New England Campus Compact Offices. It was with their support of my project and the information they shared with me about service-learning on member campuses that helped me to identify the research sites for the study.

Thank you to the members of Cohort 2000. I treasure the relationships we developed during the program and our continued connections even as our professional lives have taken us in different directions.

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CHAPTER 1

INTRODUCTION

“... this movement in higher education has become a true wave, sweeping across the nation. I strongly believe that we have – at this moment – an historic obligation and an unprecedented opportunity. Service-learning and its outgrowth, civic engagement, promote everything we most value in the academy, and if we embrace this movement together, we can truly transform our students, our communities, and ourselves”
(Robert Corrigan, cited in Harwood, 2000, p. 31).

Fundamental to the origins of U.S. higher education was the ideal of an educated people (Rudolph, 1962/1990) who would promote active citizenship and become socially responsible leaders. Throughout their early history, American colleges displayed a commitment to the larger purposes of society (Boyer, 1994; Boyte & Kari, 1996; Checkoway, 2001; Lovett, 2002; Stanton, 1991) rather than the preferences of individuals, recognizing that in its public role, higher education would broaden civic understanding and shepherd the responsibilities of active citizens.

Noted historian Frederick Rudolph (1962/1990) argues that changing conditions in society have profoundly influenced the original design of American colleges and shifted traditional structures in response to the complex social, economic, and political processes that have emerged to shape contemporary American life. The American college has evolved into a complex web of linked substructures, the result of multiple historical manifestations of change (Rothblatt, 1995) that have influenced processes for

institutional decision-making, dimensions of faculty work life, and assessment of student outcomes.

Institutionally, American colleges are at a crossroads, requiring the identification of ways to affirm its historic commitment to the needs of the broader community; demonstrate a heightened sensitivity to the development of civic, ethical, and moral development in its students; and assume its responsibility to educate leaders to advance a democratic society (Ehrlich, 2000). To further these public purposes, American colleges may need to develop an infrastructure that is organic, innovative, and cohesive in its operations (Dill & Sporn, 1995) while adopting pedagogies that integrate the civic and moral dimensions of education.

Statement of Problem

In 1998, the Wingspread Conference “Renewing the Civic Mission of the American Research University” convened academic administrators and faculty in a dialogue to formulate strategies to promote civic renewal within the broader society. Conference goals focused on identifying ways to prepare students “for responsible citizenship in a diverse democracy” (Boyte & Hollander, 1998, p.1) and engage faculty and academic administrators in intellectual processes to develop and utilize knowledge for improvement of the social condition. An outcome of the conference was the Declaration on the Civic Responsibility of Higher Education, which was signed by the member presidents of Campus Compact, a national organization of college and university presidents who are committed to educational initiatives that promote civic engagement

among students. The document expressed the need for higher education to renew its role as an agent of democracy and to address the growing evidence of many Americans becoming disengaged from communal life (Campus Compact, 2000). The document challenged higher education institutions to renew their commitment to civic engagement through action, teaching, and community relationships, and to assume a primary role in preparing students for engagement in the civic processes that further a pluralistic society (Chickering & Stamm, 2002).

This path-setting event is of particular importance. The conference dialogue and resulting document acted as a catalyst for institutions to reconnect to their democratic origins; to prompt responses to the complex needs of society in a new century; to strengthen institutional capacity to connect action, theory, and practice with students, faculty, and communities; and to promote relationships among institutions to engage them in work to improve the human condition (Boyer, 1994; Jacoby, 1996a). Following this conference, several institutions began to prioritize civic renewal and the development of innovative methods for teaching and learning that attempt to address human and social needs.

As external communities become increasingly diverse and their needs more complex, leaders in colleges and universities will need to examine the appropriateness of the structures that shape them as organizations (Dill & Sporn, 1995), and identify appropriate yet creative methods to effectively respond to concerns that cut across the economic, political, and social landscapes of society. Institutions of higher education are challenged to examine and broaden their definitions of civic engagement and community

action (Reeher & Cammarano, 1997, Stanton, 1991) and determine how to provide students with the capacity to "... influence democratic decision-making" (Chickering & Stamm, 2002, p. 30).

Service-learning is an experiential pedagogy (Furco, 1996; Serow, Calleson, Parker, & Morgan, 1996) that provides contextual learning through active, integrative, and motivated experiences (Cantor, 1995) and builds upon and enriches students' understanding of their individual and collective potential. It is a methodology that connects academic work in classrooms with experience in communities (Furco, 1996; Morton & Troppe, 1996; Zlotkowski, 1996) to help students learn how to contribute to the development and maintenance of communities that are economically healthy, socially safe, and civically active. Service-learning can be a powerful tool to motivate and support a broad-based liberal arts education, develop students' sense of social responsibility (Cantor, 1995), and create opportunities for students to learn about engagement in democratic processes.

However, service-learning is also about change. Its intellectual history, its relationships with community, and its practical applications distinguish service-learning as a bottom up approach to engage students, faculty, and community constituents in collaborative work. Service-learning pedagogy links the specific phenomena of community issues and social need to an immersion process for learning that embeds doing and action, uses experience to frame questions about assumptions of the world, and helps participants to make explicit connections between their engagement in service with community relationships, institutional mission, and good intellectual work (Stanton,

1991). Service-learning differs from other experiential forms of learning such as internships through its conceptual approach to teaching and learning, course structure, classroom and community site organization, and reciprocal outcomes for both students and community recipients.

The structural characteristics of higher education organizations, including academic work processes and attendant attitudes and cultures, may interfere with the ability to sustain pedagogical change. These elements, including complex governance systems, autonomous faculty behaviors, and decentralized structures associated with the academic disciplines (Birnbaum, 1988), raise questions about whether organizational structures and behaviors can influence the long term sustainability and institutionalization of new forms of academic work (Bolman & Deal, 1997; Holland, 1997; Meyer, 1992; Santos, Heitor, & Caraca, 1998; Schein, 1992). The structures that are specific to college and university organizations shape their work environments and influence the diversity of work cultures that are particular to these organizations, including the distinctions between faculty and administrative cultures (Ward, 2003), and between academic and student affairs units. Those characteristics are defined in part by decentralized, complex, and loosely-coupled structures (Birnbaum, 1988; Parsons, 1971; Santos et al., 1998; Weick, 1976) that are perceived to inhibit collaboration and restrict development of effective relationships to support academic goals.

Service-learning is difficult to implement and sustain within these decentralized and fragmented cultures. In order for service-learning (or any pedagogical innovation) to be sustained, its practices need to become institutionalized within the organization.

Institutionalization refers to embedding practices, processes, and associated meanings and values into the structures and cultures of an organization (Perrow, 1986). Service-learning research provides evidence that the convergence of multiple institutional factors influence its institutionalization (Gelmon, Holland, Driscoll, Spring & Kerrigan, 2001) in ways that are different from other academic initiatives (e.g. general education programs). The unique factors that may constrain the institutionalization of service-learning include the influence of faculty reward systems and traditional assumptions about faculty scholarship that may deter faculty engagement in alternative pedagogies and applied forms of research (Bringle & Hatcher, 2000; Chickering, 1999; Hinck & Brandell, 2000; Holland, 1999a; O'Meara, 2001; Ward, 1996, 1998, 2003; Zahorski & Cognard, 1999). The influence of faculty reward systems on faculty engagement in service-learning may also extend to the cultural paradigms (Antonio, Astin, & Cress, 2000) that are associated with faculty socialization into the academic profession (Rice, 1996). Faculty are challenged to balance their "diverse scholarly tasks" (Rice, 1996, p. 10) with pedagogical advances that link faculty and students to the broader community through service-learning. Faculty decisions to adopt service-learning affect not only how they balance their teaching responsibilities, but also how they allocate time to applied research. This may be a difficult balance to maintain if the institution's faculty reward system does not acknowledge pedagogical innovation or community-based research.

Constraints on institutionalizing service-learning may also include the fit of service-learning within the organization's academic structures (Ward, 1998), institutional policies and practices that influence faculty work (Giles & Eyler, 1998; Rhoads &

Howard, 1998), and the degree to which service-learning is valued in the organization. Service-learning institutionalization may be deterred when curricular innovation is not congruent with faculty goals and interests and not connected to the educational and professional values held by faculty (Antonio et al., 2000; Zlotkowski, 1996). Faculty need to know that their work is valued and accepted as a legitimate form of scholarship (Furco, 2003; Holland, 1999a; O'Meara, 2002) and be assured that they will have continued support from the institution (Holland, 2000) once they become engaged in service-learning. The challenge is to convince faculty to engage in service-learning when institutions may not have modified their reward structures to allow for faculty involvement in interdisciplinary, collaborative, and applied approaches to teaching and scholarship (Ward, 2003).

Service-learning institutionalization may also be deterred by inflexible workload policies (Ward, 1998) that do not adjust for the additional work associated with developing service-learning courses, the temporal factors related to the delivery of quality service-learning (Abes, Jackson, & Jones, 2002; Lawrence, 1994), and the labor intensive processes associated with the development of service-learning courses. The time that is needed to integrate service-learning into a course may constrain faculty as they consider the inclusion of reflection into the structure of the course, the identification of appropriate community sites, the logistics of getting students to their sites, and faculty follow up with site personnel. Faculty engagement in service-learning can also be influenced by lack of funding to enable flexible workload arrangements (Abes et al., 2002), which may negatively influence service-learning institutionalization.

Empirical work in service-learning identifies the importance of collaboration between academic and student affairs to institutionalize service-learning (Engstrom, 2003). College and university organizations have long been distinguished by both a cultural and a structural divide between student affairs and the academic work of the faculty (Bourassa & Kruger, 2002; Kezar, 2002a, 2002b; Streit, 1993). The literature points to the structures and cultural attributes of the two divisions as barriers that may prevent the ability to easily move between them (Streit, 1993).

Service-learning pedagogy, however, “makes a strong case for connecting the missions of both student affairs and academic affairs and is often an effective locus for collaboration between the two divisions” (Fuller & Haugabrook, 1999, p. 79). According to Rubin (1996), successful service-learning is characterized by intentional ties to other campus constituents. Collaboration between student affairs and academic affairs divisions can support service-learning initiatives by maximizing the unique contributions of each partner in the process (Engstrom, 2003), “combin[ing] academic rigor with student leadership, faculty development with student development, and faculty disciplinary expertise with student affairs professionals’ administrative experience” (Jacoby, 1999, p. 34). Kuh and Hinkle (2002) identify high performance organizations with collaborative cultures and the need for faculty and student affairs professionals to work together. Effective collaboration between academic and student affairs for service-learning helps to build shared responsibility for student learning (Jacoby, 1999) that does not end in the classroom. The beneficial relationships among students, faculty, and student affairs

professionals that result from collaboration can support the learning that occurs in multiple venues of students' lives.

Purpose of the Study

This study examines the relationship between two specific structural divisions in higher education organizations, academic affairs and student affairs, and the influence of that relationship on the institutionalization of service-learning. Pressures on higher education organizations from social, political, and economic domains draw attention to how institutions can broadly participate in civic processes through their teaching mission and through developing internal organizational practices to support the public good. Through the scholarship of their faculty, institutions can recognize that the way knowledge is created and organized is tightly linked to their institutional identities (Ehrlich, 2000). To renew the civic mission of higher education, organizations depend on integrated processes for teaching and learning that help students understand the complex needs of communities and what their roles can be as members of those communities. The success of these civically-oriented pedagogies may depend on the extent to which the structures that distinguish higher education work environments facilitate effective coordinating mechanisms to motivate and support collaborative activity between student affairs and academic affairs.

The institutional type identified for the study is four year liberal arts institutions or traditional age undergraduate liberal arts programs in larger university structures. Liberal arts institutions emphasize the common purpose and pedagogy of undergraduate

learning and the cognitive outcomes of a liberal education (Stanton, 1991). Embedded into the traditions of the liberal arts mission are quality intellectual growth, citizenship training, and the development of higher order cognitive skills to shape character and moral perspective (Pollack, 1999; Rudolph, 1962/1990; Ward, 2003). Service-learning, in the traditions of liberal arts institutions, promotes action out of knowledge through the integration of conscious reflection and analysis (Stanton, 1991) and engages students in the educational practices of inquiry and investigation. Selecting liberal arts institutions enables the study to focus on a particular segment of the undergraduate population. Examples of programs on liberal arts campuses that are identified with service-learning and traditional age undergraduates include community service, freshmen orientation and first year programs, student leadership, freshmen writing programs, residential living and learning communities, and other academic and co-curricular activities (Bourassa & Kruger, 2002; Fuller & Haugabrook, 2002; Hirsch & Burack, 2002; Kezar, 2002a) that link the divisions of student affairs and academic affairs. The liberal arts institution provides a favorable context to examine the progress of service-learning and its role to meaningfully prepare students for socially-responsible citizenship.

Service-learning, with origins in experiential education, encourages students, faculty, and professional staff to explore, examine, and then reexamine their assumptions about the world. According to Stanton, Giles and Cruz (1999) service-learning seeks assurance “that service promote[s] substantive learning ... connect[ing] students’ experience to reflection and analysis provided in the curriculum” (p. 4). Service-learning provides “a conceptual space [that is] needed for developing more reciprocal

relationships” (Weigert, 1998, p. 6) that expand classroom dimensions, motivate nurturing relationships between institutions and the community, encourage civic participation, and prepare students to think more deeply about the potential of their particular roles as active and engaged citizens. However, service-learning also challenges traditional classroom pedagogy by connecting “intentional learning goals with conscious reflection and critical analysis of experience” (Kendall, cited in Jacoby, 1996a, pp. 8-9).

Service-learning is important both conceptually and in practice to achieve other goals (Bringle & Hatcher, 1996; Zlotkowski, 1999) that include interdisciplinary approaches to teaching, greater breadth and depth in undergraduate learning outcomes, and the creation of academic partnerships with individuals and groups in the community. Service-learning helps students understand the importance of being civically engaged by putting them in touch with complex issues that impact their own lives in often unseen ways, influencing their potential for lifelong learning and engagement in the communities in which they live and work.

For service-learning to become institutionalized requires a clear understanding of institutional mission, of the values and beliefs that are central to the organization’s culture, and of the structures in which the work of the organization is done. These factors are interdependent and help to shape and inform the social context of the organization. The relationships among these factors are of particular significance as higher education leaders “examine how curriculum can better reflect community engagement” (Bringle & Hatcher, 2000, p. 273). Viewing organizations holistically and understanding the interdependencies that exist between structures and pedagogical practices can provide

answers to questions about the organizational factors that influence service-learning, moving it from an idea to implementation and institutionalization.

Research Question

How do the structural relationships between academic affairs and student affairs influence the institutionalization of service-learning in higher education organizations?

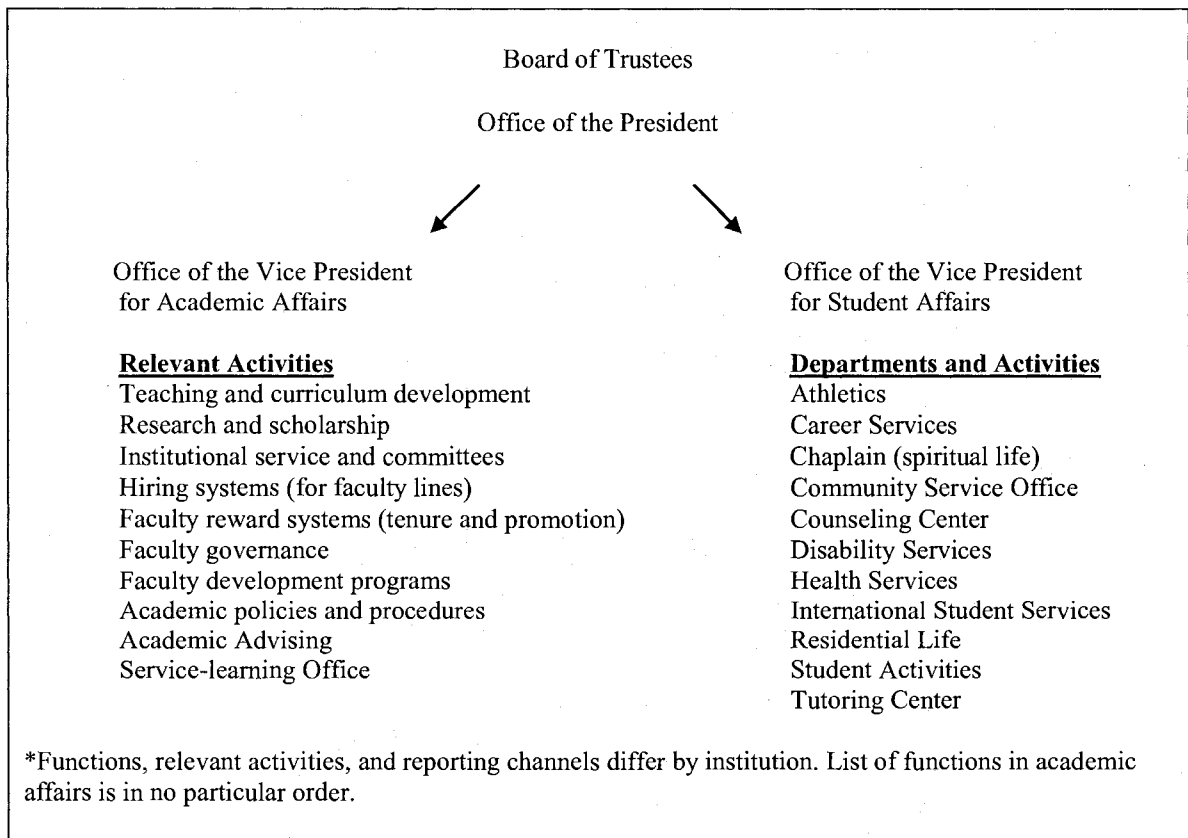
Higher education organizations are generally divided into four distinct units (academic affairs, student affairs, public affairs, and administration) that operate parallel to each other and report to the president through its own senior administrator. These divisions are responsible for their own functions in the organization: teaching and learning, student services and campus life, public affairs and communications, and administrative/business operations. Figure 1 illustrates the two divisions that are the subject of this study, academic affairs and student affairs; each division is identified with its own senior administrator reporting to the president. This reporting structure is used for purposes of illustration to identify the functions and activities that are *generally* associated with the work in each division.

Subsidiary questions

Higher education organizations are characterized by complex relationships that are influenced by unique organizational histories, multifaceted goals, multi-layered decision-making processes, traditions associated with faculty work and academic disciplines, and external accountability pressures (Birnbaum, 1988; Fincher, 1982;

Meyer, 1992; Parsons, 1971; Santos et al., 1998). Six subsidiary questions have been formed to identify organizational factors that have strong potential to explain the relationships that emerge between academic affairs and student affairs divisions.

Figure 1 Divisions Specific to the Study: Academic Affairs and Student Affairs



1. How do the separate purposes and responsibilities associated with the work of the academic affairs and student affairs divisions influence the development of collaborative relationships to institutionalize service-learning?
2. How does faculty culture interact with student affairs culture to influence collaborative practices to institutionalize service-learning?

3. How does faculty authority over the academic curriculum influence faculty collaboration with student affairs divisions to institutionalize service-learning?
4. What is the role of the senior academic leadership to promote collaboration between faculty and student affairs professionals to institutionalize service-learning?
5. In what ways does a separate reporting structure for academic affairs and student affairs divisions affect collaboration to institutionalize service-learning?
6. How does the academic department system influence collaboration with student affairs to institutionalize service-learning?

Glossary

The following elements from the research questions are defined for purposes of this study: structure, collaboration, institutionalization, academic affairs, and student affairs.

- Structure is defined as the framework or institutional parameters that connect the policies, activities, roles and reporting relationships utilized by the organization to do its work. Structure refers to "... those features of an organization that are stable over time" (Barr & Tagg, 1995, p. 5), and is comprised of the hierarchy of authority for institutional decision-making and for implementing rules and policies that influence the norms and social behaviors of its members (Dalton, Todor, Spendolini, Fielding & Porter, 1980; Fincher, 1982; Robbins, 1983; Selznick, 1948). Structure is also understood through organizational charts that indicate divisions "... of labor, roles, rules, regulations, relationships among

people, and objectives” (Kezar, 2002b, p.67), and the technologies, facilities and fiscal arrangements (Barr & Tagg, 1995) necessary to support the central work of the institution.

- Collaboration is defined as the process of working with others to achieve common goals (Weingartner, 1996). Collaboration can be interpreted as the development of intellectual economies of scale that use the expertise of others to maximize organizational outcomes, partnering within organizational environments, balancing independence with interdependence, and providing cross-structural venues for collective work (Engstrom, 2003). Collaboration entails cross-institutional dialog, the creation of common vision (Kuh, cited in Kezar, 2000b), and “a mutually beneficial relationship ... work[ing] toward a common goal ... sharing responsibility, authority, and accountability ...” (Chrislip & Larson, cited in Mintz & Hesser, 1996, p. 34).
- Institutionalization is comprised of processes that result in embedding or importing certain socially conceived and distinctive characteristics into the formal structures of the organization, with emphasis on the way these characteristics impact both institutional goals and the behaviors of the organization’s members (Perrow, 1986; Prentice, 2002; Selznick, 1948; Tolbert & Zucker, 1983); a process that links the structural characteristics of the organization to members’ shared meanings and values, internalizing these elements into the culture of the institution (Perrow, 1986; Prentice, 2002; Selznick, 1948; Tolbert & Zucker, 1983).

- Academic Affairs is the structural division of the organization that includes oversight of the three major areas of curriculum, instruction, and faculty personnel, regardless of the size of the institution or the complexity of its programming (Ayers & Russell, 1962); teaching processes as well as conditions that support and enhance the process including the relevant administrative activities associated with the academic work environment of the organization, systems for hiring faculty, reward systems including tenure and promotion, workload, faculty development, faculty travel, and leaves of absence or the granting of sabbatical leave; and the “formal organization of the faculty, its committee structure, and the extent to which, faculty as an organized group, has been authorized to take action ... in the areas of academic administration” (Ayers & Russell, 1962, p. 19)
- Student Affairs is the divisional structure that oversees programs and initiatives for student development, student activities, residential life, and student services with unique roles and responsibilities not connected to the formal academic curriculum (Bourassa & Kruger, 2002); a division that is defined structurally as a separate and parallel unit from that of academic affairs, with particular areas of expertise to enhance and support the college experience for students, and generally viewed as responsible for the co-curricular life of students (Kezar, 2002a; Martin & Murphy, 2000; Streit, 1993; Weingartner, 1996).

Significance of the Study

This study examines the structures of academic affairs and student affairs in relation to collaboration to institutionalize service-learning. The variations in structure that are unique to academic affairs and student affairs divisions have implications for understanding how the relationship between the two divisions can influence the sustainability of service-learning pedagogy. Examination of the connections between institutional roles and their relationships to the work processes of the organization can potentially inform how institutions address the challenges associated with changing priorities in higher education and the uses of experiential pedagogies such as service-learning to meet those challenges.

A common framework for institutionalizing service-learning across organizational types in higher education has not been identified in the research literature. This study contributes to the service-learning field by examining the influence of organizational structure on the institutionalization of service-learning. The study further contributes to understanding the structural dimensions of organizations to facilitate institutionalization by examining faculty participation in service-learning, analyzing collaboration between student affairs and academic affairs, and providing knowledge about how service-learning, when institutionalized, supports the public purpose of higher education. This study also helps to more fully understand the relationships between faculty work and the goals of student affairs divisions to support student learning, and the effect of that relationship on sustained service-learning in higher education.

Chapter Descriptions

- Chapter two reviews pertinent literature on organizational structure, with emphasis on the complex and unique features of higher education organizations; on institutionalization, particularly in relation to the embedding of permanent features into the organizational structure; on the student affairs divisional structure, its role in relation to student learning, and its connection to collaboration to institutionalize service-learning; and on service-learning, including a brief conceptual overview of this pedagogy, its relevance to organizational structure, and organizational factors that have been identified with its institutionalization.
- Chapter three describes the design of the study, including the rationale for the case study method and data collection, description and analysis of the site selection process, brief descriptions of the institutions selected for the study, multiple sources of data, and processes of analysis. The chapter includes discussion of the site selection criteria to identify case institutions.
- Chapter four provides narratives for the three campuses in the study, including brief overviews of their organizational histories to build service-learning and to create an infrastructure to support service-learning. Diagrams illustrate staffing and reporting lines of service-learning office structures. The chapter distinguishes the differences among campuses in their approaches to supporting service-learning in the curriculum.

- Chapter five utilizes cross-case comparison for analysis of the data. Themes and subtopics help to analyze the issues that are heard through the voices of participants and the roles and positions they occupy in their respective organizations.
- Chapter six analyzes the findings and discusses the significance and limitations of the study. Implications for practice and directions for future research are identified.

CHAPTER 2

LITERATURE REVIEW

This chapter examines three bodies of literature: organization structure, with particular emphasis on higher education organizations; institutionalization, and the characteristics that influence institutional processes to import, reproduce, or embed certain practices and socially conceived features into the structure of organizations; and service-learning in higher education and its relationship to the processes and structural factors that influence institutionalization in college and university environments. The chapter begins with a discussion of college and university structures to lay the groundwork for understanding institutionalization in higher education organizations. Discussion of the service-learning literature includes a brief overview of its origins, followed by a discussion of service-learning contextualized by the structures that influence its development, implementation, and institutionalization.

The Structure of Organizations

The organization structure literature is extensive. For purposes of this study, the literature examined has been limited to the structure of organizations in higher education, with particular emphasis on the complex and unique characteristics that distinguish

colleges and universities organizationally (Birnbaum, 1988; Blau, 1994; Blau & Schoenherr, 1971; Parsons, 1971; Perrow, 1986; Santos et al., 1998). This context focuses on the relationship of organization design to the internal structures that influence decision-making among organizational members and how these relationships, in turn, impact faculty work. The organization literature is presented in four sections: complex college and university structures; authority and decision-making structures; faculty role and organization structure in higher education; and the role and structure of student affairs divisions.

Colleges and Universities: Complex Organizational Structures

How an organization is structured depends to a great extent on the particular characteristics that define and differentiate the organization's purpose (Rothblatt, 1995; Schein, 1992) and method of operation. Once its purpose is determined, the organization's structure becomes the first step in its design (Lewis, Goodman, & Fandt, 2001), with the creation of substructures and work groups to support its primary activities. An organization's structure is defined by the framework or institutional parameters that connect the policies, activities, roles, and reporting relationships needed for the organization to achieve its purpose (Barr & Tagg, 1995; Dalton, Todor, Spendolini, Fielding & Porter, 1980; Fincher, 1982; Robbins, 1983; Selznick, 1948). These structures have common characteristics that define their schema for productive work, and are informed by the organization's history, institutional mission, and the particular values and cultures that distinguish the organization from others.

Academic organizations have proven a unique capacity to survive, retaining many similarities from predecessors of the 12th and 13th centuries (Santos et al., 1998). Evolving from a single community of masters and students (Kerr, 1982), academic organizations are identified by their unique and historic characteristics and are influenced by their contemporary counterparts in structure, purpose, and operation (Santos et al., 1998). This organizational model is designed with a minimum degree of standardization, which allows for high levels of autonomy among faculty. Minimum standardization, however, contributes to high levels of ambiguity, a chief characteristic of academic organizations (Baldrige & Deal, 1983) and a key influence on the way(s) that administrators and others with varying degrees of power impact institutional life, individual and group behaviors, and even what is viewed to be important to organizational purpose (Birnbaum, 1988).

The increasing shift in higher education from a traditional collegial culture focused on teaching, scholarship, and the creation of knowledge to an administratively-focused culture that emphasizes task management reveals increasing tensions between administrative goals and those of faculty (Ward, 2003). A mission-driven focus that is often unchanged over the life of the institution, multifaceted activities associated with faculty roles, reward systems that directly impact faculty work, and unique communication systems between the administration, faculty, and support services, while not wholly inclusive of all distinguishing features, are considered to be primary characteristics that differentiate higher education organizations. These factors are important to understand, as well as the differentiating organizational features of size,

institutional type, student and faculty demographics, and physical location (i.e. urban, rural), factors that can “prescribe or restrict behavior[s] of organizational members” (Dalton et al., 1980, p. 57) and influence the methods by which academic and administrative goals are achieved.

Blau (1994) contends that size is highly correlated with organizational differentiation and complexity. The factors that impact the steepness of an organization’s hierarchy, the vertical pyramid associated with reporting channels, and the degree of horizontal or lateral relationships, which are comprised of seemingly autonomous units such as schools, programs or departments that are linked to the academic disciplines portray a *linear view* of the organization, with reporting mechanisms and work assignments juxtaposed between vertical and horizontal dimensions. A linear structure enables insights into certain activities and reporting structures in academic organizations, particularly with respect to department autonomy and performance evaluation that often limit structural modification and restrict the implementation of new initiatives (Alpert, 1985). However, a linear view of organizations has embedded limitations, saying little about the relationship of the organization to the external environment and resulting in a diminished view of the external factors that influence the organization’s internal operations (Alpert, 1985).

Fincher (1982) points out that intricate relationships develop among institutional groups (i.e. faculty, students and administrators) and that the unique characteristics of intellectual expertise and knowledge that are associated with the role of faculty as scholars suggests a more *concentric structure* rather than one that is linear. Viewing

organizations through a concentric lens allows us to understand the interplay between the vertical and horizontal dimensions of the organization and to analyze the structural characteristics that differentiate them (Blau, 1994; Bolman & Deal, 1997; Fincher, 1982; Kimberly, 1979).

Higher education structures are based on decentralized authority and are coordinated through professional training and education rather than through formal rules and procedures (Santos et al., 1998). The main activities are knowledge creation provided through disciplinary specialization, scholarly research, and teaching, activities that contribute to decentralized decision-making and the perception of a highly fragmented internal dynamic (Birnbaum, 1988; Kuh & Whitt, 1988; Parsons, 1971; Santos et al., 1998). Although higher education organizations may be viewed to be structurally fragmented as a result of decentralization, their activities can also be seen to contribute to the stability of organizations with members understanding their own particular roles (Santos et al., 1998).

Santos and others (1998) refer to higher education organizations as decentralized bureaucracies, which enable adaptation to conditions in the external environments in which they operate. To achieve balance between bureaucratic structures and the multifaceted work of faculty, higher education organizations frequently use looser coordinating processes than those found in more traditional organizational settings (e.g. the business model of organizations with managerial and administrative cultures). Loosely coupled describes a system of autonomous units, usually departments or colleges within university structures, that are identified by academic disciplines, programs, or

majors. Loose coupling permits institutional response to environmental pressures (Bess, 1988; Meyer, Scott & Deal, 1992) while its autonomous and disconnected units operate concurrently, using professional expertise and the external authority associated with the academic disciplines. That college and university organizations are viewed as loosely coupled (Weick, 1976) helps us to understand “how a social institution... rigidly conservative can be at the same time so profoundly successful in organizational adaptation and survival” (Hearn, 1996, p. 143).

Yet, this decentralized, loosely-coupled organizational model must operate within an administrative framework that controls resources and oversees managerial processes to build organizational capacity. A perceived lack of shared goals resulting from the influence of disciplinary specialization may also reinforce the view of organizational complexity. In addition, the highly complicated faculty governance structure, which “... evolve[s] as unique reflections of institutional history, values and accidental interactions” (Birnbaum, 1992, p. 178) adds to the differentiation of college and university organizations.

Organizational complexity in higher education is often described as organized anarchy where decision-making is viewed as a process of utilizing intuition and institutional precedent rather than reason and rationality (Hodgkinson, cited in Birnbaum, 1988). In organizations where organized anarchy is believed to persist, decision-making is autonomous, tight coordination and control of activities and tasks are not practiced, and resource allocation frequently occurs without respect to long-range planning (Baldrige & Deal, 1983). The definitive characteristics of organized anarchy are contrary to the

rational model of organization, which operates with certain assumptions: that leaders play critical roles in institutional processes, that organizations have goals, that individuals have choices in decision-making processes, and that there are consequences resulting from cause and effect relationships (Birnbaum, 1992). However, while organized anarchy may be unique to higher education, Bess (1988) contends that the interpretation of this concept in the literature is limiting and may not be relevant to all higher education organizations, further contributing to the perspective that organizations in higher education are complex, unique, and highly independent entities. Birnbaum (1988) points out that internal processes for decision-making can be associated with organized anarchy tend to be highly prevalent in periods of available resources, but tend to decline when resource levels are diminished and more difficult choices in the organization need to be made. This may explain, in a sense, the operational peaks and valleys that contribute to inconsistent resource flows and control issues and may directly reflect the ambiguity that is associated with these organizations.

Santos and others (1998) point to an organization's relationship to its historic roots as a fundamental contributor to institutional uniqueness and complexity, impacting how quickly it responds to environmental change (Baldrige, Curtis, Ecker, & Riley, 1978; Bess, 1988; Bolman & Deal, 1997; Gates, 1995). Moreover, intricate metaphors and images often define and influence how the organization's members think about their work (Baldrige & Deal, 1983; Morgan, 1997). These mental models may prevent the achievement of one common framework for decision-making. It is this attribute of

complexity that appears to influence not only members' views of their own work but also the structures associated with that work.

Authority and Decision-making Structures

Specific decision-making structures direct the development and implementation of organizational policies across sub-units of the organization (Birnbaum, 1988; Parsons, 1971). Within the organization's decision-making structure is a separate and decentralized academic structure (Birnbaum, 1988; Fincher, 1982; Parsons, 1971) with responsibility for faculty decisions related to teaching, curriculum, and scholarship; and a unified structure comprised of multiple functions that are responsible for campus and student life with services and programs provided by professional staff who have been trained to work with students in diverse contexts and experiences. Different methods are utilized to integrate and coordinate their distinctive activities in the organization. Normative behaviors in the organization, distinctive parameters for decision-making, and communication systems help to identify the broader organizational factors that shape and contribute to institutional coordination (Bolman & Deal, 1997; Fincher, 1982). In a sense, it is those factors that motivate members to draw upon and use the internal systems to connect with other members of the organizational community.

Complexity and uniqueness in higher education organizations can be framed in the context of several different but related decision-making structures that co-exist with multilayered governance systems. Governance is defined as the "structures and processes through which institutional participants interact with and influence each other and

communicate with the larger environment” (Birnbaum, 1988, p. 9). Governance is understood as a symbiotic and complementary relationship between faculty colleagues and administrative bureaucracy (Parsons, 1971), supporting the dual processes of administrative activity on one path and faculty work on the other. Governance is viewed as a decision-making structure that reflects a “subtle combination of protected autonomies and freedoms to certain groups...with the obligation to collaborate effectively with other groups in the system” (Parsons, 1971, p. 493).

How governance is defined institutionally influences faculty strength for overseeing the curriculum and its related activities. Faculty strength in the governance process in turn influences the degree of control that faculty have in decision-making for other initiatives. However, when faculty participation in the governance process is weak, that is, without a strong faculty presence, there is the potential to compromise the integrity and quality of academic work due to the essential role faculty have for supporting and furthering the tenets of institutional mission. And, while governance is to make collective recommendations to the administration and governing boards, those procedures do not give supervisory or managerial status to faculty (NEA Policy Statements, retrieved May 4, 2003), clearly separating the roles and functions of faculty from the administration and further contributing to the complex structural characteristics associated with higher education organizations.

Administrative work is predicated on the control and coordination of activities through resource allocation and other fiscal means to carry out the work of the organization (Birnbaum, 1988; Fincher, 1982). In terms of decision-making and the

distribution of resources, administrative authority is bound by certain measures of control (e.g. budgets, boards of trustees, accreditation standards) and the coordination of activities such as centralized resource allocation and the supervisory process for employee evaluation.

Academic work, on the other hand, is guided by the professional authority of the faculty. Faculty operate in a decentralized and separated structure from that of the administration. “The conflict [that may be] caused by the incompatibility of administrative and professional authority” (Birnbaum, 1988, p. 10) is problematic in its resolution due to a reversal of roles and patterns of behavior in collegial cultures from that found in other organizational contexts. The boundaries of those separate structures, however, are not immutable (Aldrich, 1999). Individual and group behaviors, outcomes of actions and decision-making processes, and pressures that emanate from the external environment are influences that penetrate the organization’s culture and the respective work environments of each division. Those factors contribute to changing norms, values, and practices in institutional life, influencing the otherwise fixed boundaries established by historic traditions associated with academic organizations.

Faculty Role and Organizational Structure in Higher Education

Faculty may be seen as having multiple employers: the institution, the students, and the discipline, although the placement of those employers may not be seen by individual faculty to necessarily fall in that order (Parsons, 1956). An interesting question to consider is where faculty loyalties lie – with the institution or with the discipline, with

their loyalty to students reflected in each aspect of their roles as scholars and as teachers. Faculties are invested in roles that include teaching, curriculum development, scholarship, and service to the institution. Their multiple roles, which are spelled out in contracts and formal exchanges with administration and link faculty to the organization through academic specialization (Kuh & Whitt, 1988; Meyer, 1992), are distinctive for analyzing organizational structure, particularly due to the plurality of complex functions performed by faculty and the relevance of those functions to the operations of the university. However, Parsons (1971) points out that a critical consideration is the protection of autonomy and freedom for certain groups (faculty) but with an obligation to effectively collaborate with other groups (i.e. administrators, professional staff) in the system. The dilemma is to clarify how those groups coexist independently from each other yet engage in collaborative work that supports institutional goals.

Faculty life is shaped by a particular professional environment, the academic discipline, and is distinguished by certain normative behaviors and collegial relationships (Kuh & Whitt, 1988; Parsons, 1971; Peterson & White, 1992). Those factors help to shape the culture of the organization and contribute to institutional climate, which influences the manner in which faculty approach their work. According to Schein (1992), a strong institutional culture is a key variable for attracting organizational members and motivating them for productive and creative work. However, Peterson and White (1992) point out that the differences between faculty and administrative perspectives of the organization, which are influenced by the institution's complex subcultures, create tensions between these two distinct positions. How each group interprets its purpose in

the institution and the degree to which it shares the values that are identified with the organization are key influences on the institutional processes necessary for achieving both administrative and faculty objectives.

Faculty roles are more individualized than those of administrators, with faculty more focused on the specific organizational processes associated with their own individual work and the attendant behaviors and choices related to this work (Holland, 1997). Their commitments cut across multiple organizational agendas that are separate and distinct from that of the administration and include scholarly work, interdisciplinary and collaborative curricular initiatives, and the fundamental teaching activities that are at the core of traditional academic practice. Antonio et al. (2000) point out that “the key concepts of acceptable teaching and research practices and the associated extrinsic rewards” (p. 375) are provided to faculty through the structures of their work contexts and that “individual faculty can interpret their responsibilities on the basis of their professional style, intrinsic motivation, and personal values” (Deci, Kasser & Ryan, 1999, cited in Antonio et al., 2000, p. 376). Faculties perceive that they have a particular combination of freedom and autonomy and are accountable to their own perceptions of their professional roles in the organization, their specific areas of expertise, and the peer support and professional recognition (Peterson & White, 1992) associated with their various fields.

Disciplinary allegiances and loosely coupled, decentralized structures contribute to the institutional cultures that influence faculty work. However, while faculty are accountable to constituents who work among them, they are also accountable to external

factors beyond the boundaries of the organization. Their accountability is measured in the institutional environment by the value of faculty contributions to the organization and by the level of resources they use to fulfill their professional commitments (Parsons, 1971).

Student Affairs in the Structure of Higher Education Organizations

Divisions of academic affairs and student affairs are characterized by their specialized functions and the cultural attributes that define their particular work environments. Despite the frequent conflict for resources and prioritization within institutions, academic affairs and student affairs units can be more collaborative and unified in activities that complement the pedagogic aims of the organization (Weingartner, 1996).

The student affairs function originated in the early college of colonial times, “performed by faculty and tutors...and contribut[ing] to the intellectual, religious, and moral development of students” (NASPA, 1989, cited in Grace, 2002, p. 4). During the intervening decades, faculty roles changed to focus on purely academic affairs, scholarship, and research (Grace, 2002). In the post Civil War period, enrollments grew as students sought greater freedom in the college experience. As faculty became more specialized, a new group of personnel were hired “to address student behavior and discipline” (Fenske, 1980, cited in Grace, 2002, p. 4) and to coordinate new extra curricular areas of student interest. Student affairs divisions continued to evolve in the post World War II period and following the Vietnam War created a professional domain

that utilized “student development theories and organizational change strategies as a means of enhancing individual student growth” (Grace, 2002, p. 5).

The infrastructure that defines contemporary student affairs divisions and the array of programs and services they provide are influenced, as Grace (2002) points out, by distinctive institutional factors that include the organization’s history and cultural traditions, its academic philosophy, its level of academic resources, and the priorities of its governing board and president. Student affairs divisions are also structured to focus on service and management functions at the institutional level (Dickson, 1991) and are important to planning in the organization. The collective knowledge and experience of student affairs personnel extend to a range of areas including “enrollment management, developmental planning, student engagement in the learning environment, needs assessment and planning, and financial planning” (Grace, 2002, p.7) Linked to this role in institutional planning is the potential for a creative and collaborative role with other units of the organization.

Bridging the separation between student affairs and academic affairs for collaborative work has been a central point of discussion since the period following World War II (Bourassa & Kruger, 2002) when faculty professionalization expanded the role of faculty (Astin, 2000; Zlotkowski, 1996) and, in the latter half of the 20th century, critically influenced the evolution of academic work. However, the lack of a formal relationship between faculty and student affairs professionals, a separation driven by the structures and cultural distinctions of each division, often generates significant differences in norms, attitudes, and traditions (Bourassa & Kruger, 2002; Engstrom,

2003; Grace, 2002; Jacoby, 2003; Kezar, 2002a, 2002b). Streit (1993) posits that “collaboration between divisions cannot begin until the structural barriers that prevent that collaboration are addressed” (p. 40).

Successful collaborations between divisions tend to be associated with “counseling, first year experience programs, orientation and recruitment” (Kezar, 2002a, p. 41) as well as activities and programs associated with co-curricular life. In a National Study on Academic and Student Affairs Collaborations, nine areas were selected for a pilot survey of twenty administrators (Kezar, 2002a, p. 40):

- Student affairs involvement in institutional-level decision-making;
- Reasons for collaboration;
- Types of collaboration;
- Factors of successful collaboration;
- New structures or models to facilitate collaboration;
- Successful strategies;
- Obstacles to collaboration;
- Outcomes assessment of collaboration; and
- Institutional characteristics.

This pilot was followed by a web survey of 260 chief student affairs officers. The survey data revealed that “every institution...was engaged in some form of collaboration between academic affairs and student affairs” (Kezar, 2002a, p. 41). However, as Streit (1993) points out, “few formal opportunities” enable faculties and student affairs

professionals “to cross over into each other’s world” (p. 40). The structural silos in which faculty and student affairs professionals work create barriers that promote tension and prevent collaboration across divisions.

The literature illustrates the complexity of structures that characterize higher education organizations, which are distinguished by a centralized administrative structure that oversees resource allocation and managerial operations; a parallel academic division responsible for all aspects of teaching and instruction that is conducted in a decentralized faculty work structure; a student affairs division also housed in its own silo to address the social and co-curricular life and well-being of students; and a unit for public affairs and university communications. Those work structures operate parallel to each other yet are interdependent, connected by the mission and goals of the organization. Integral to the success of these connections across structures are processes associated with embedding innovation into the culture of the organization as a starting point for the institutionalization of change.

Institutionalization

This section of the literature review provides perspectives of institutionalization and the definition of terms to understand the focus of this study, an examination of the relationship between the work structures of academic affairs and student affairs and the institutionalization of service-learning. Institutional theory (Barley & Tolbert, 1997; Hanson, 1996; Meyer & Rowen, 1977; Scott, 1987) analyzes the effects of individual behaviors and cultural influences on decision-making and the formal structures of the

organization. The institutionalization literature is presented in two sections: one, emphasizing a sociological view of institutional development and the interdependent relationships created through structure and function. The second focuses on institutionalization and the process for achieving permanence of change initiatives in the formalized environment of the organization.

Institution: A Sociological View of Organizations

The concept of institution emerges from a sociological view of organizations and is rooted in structural-functionalism, a theoretical framework that views society as a holistic, integrated system constrained by factors in the external environment (McClelland, 2000). Structural-functionalism links the functions and structural elements of the organization into an interdependent relationship (Barley & Tolbert, 1997; Perrow, 1986; Selznick, 1948) that is comprised of networks of rules and behaviors that are influenced by the way organizations do their work. Weber defines them as “organizational forms...deeply rooted in social structure, and as part of society” (cited in Perrow, 1986, p. 166), forms that influence goal setting and decision-making, and alter the behaviors of organizational members.

Selznick (1948) distinguishes between administrative processes in organizations and what may best define institutionalization. Administrative processes are considered to be mechanistic and efficient, implying minimal personal qualities or characteristics for implementation. Institutionalized processes, however, include certain personalized factors that are characterized in the internal environment and are valued not for what is produced

but for the values the institution represents. Those factors provide clarity about organizational identity and purpose, and can be interpreted in organic terms, that organizations “are open to their environment and must achieve an appropriate relation with that environment if they are to survive” (Morgan, 1997, p. 39).

Colleges and universities as institutions (in the theoretical conceptualization of that term) are socially conceived; they are natural, organic, and complex systems (Morgan, 1997; Perrow, 1986; Senge, 1991) with the ability to respond to their external environments. The leadership and members of the organization are critically important to the social context that defines the workplace and for providing the organization with adaptive mechanisms to enable response to environmental change. Adaptive, growth-focused institutions, however, may be overly reactive to the erratic pressures that impact the organization from outside, producing unclear institutional goals and weak leadership (Perrow, 1986). When quick reaction becomes paramount in the organization, the potential for internal structures to operate effectively is significantly diminished. The structures are never stable long enough to promote high quality performance.

Institutionalization is defined in the literature in different but complementary ways. The definitions encompass various organizational values and qualities that become embedded through shared meanings among the individuals who work in these environments (Aldrich, 1999; Schein, 1992) and with other stakeholders that have relationships with the organization. Institutionalization is defined using two distinctive elements: one focuses on rule-like, organized patterns of action and behavior; the other, embeds action permanently in the institution without tying that action to specific

individuals (Zucker, 1977). For purposes of this study, it is important to keep these distinctions separate as well as to understand that they are related. Zucker points out that organized behaviors and patterns of activity provide a framework for shaping the actions that take place among organizational members. Over time, actions are said to become objectified “when they are potentially repeatable by other members without changing the common understanding of the act” (Zucker, 1977, p. 728).

Certain isomorphic processes characterize institutionalization. According to institutional theory, mimicry and the adoption of standardized methods, the ways that rules and institutional behaviors are normally developed and communicated, and coercive measures to ensure institutional legitimacy (DiMaggio & Powell, 1983; Hanson, 2001; Zucker, 1977) are distinctive procedures that characterize and inform why and how institutionalization takes place. Institutionalization, in this conceptualization, is the process that links the structural characteristics of the organization to the shared meanings and values that become internalized into the organizational culture (Perrow, 1986; Prentice, 2002; Selznick, 1948; Tolbert & Zucker, 1983).

Zucker (1977) offers two conceptualizations to define institution. The first, *environment as institution*, assumes that certain social facts in the environment are copied into the life of the institution. The second framework, *organization as institution*, assumes that generating new elements in the organization’s culture is central to the process necessary to achieve institutionalization. Once new or reproduced elements reach a point of historic continuity, that is, once these elements have survived over an extended period of time, are widely accepted, and considered an important and necessary

ingredient for the organization to operate and survive, there are significant pressures to incorporate them into the daily life of the organization. This integration ensures institutional legitimacy and demonstrates that these values are perceived to be collective and shared within the organization (Parsons, 1956; Schein, 1992; Tolbert & Zucker, 1983; Zucker, 1977). However, adopting change initiatives may merely be symbolic behavior rather than being functionally incorporated into the organization's operations; or, adoption of initiatives may be related to certain internal needs that are influenced by external conditions (DiMaggio & Powell, 1983). In either case, late adoption of an innovative measure may be more significant than that of early adoption to the extent that it is more broadly recognized as a change initiative that has meaning for the organization, particularly in terms of its purpose, the values articulated in its mission, and how it performs organizationally (DiMaggio & Powell, 1983; Hadden & Davies, 2002; Tolbert & Zucker, 1983).

Selznick's (1948) model of institutional theory views the organization's structure as an adaptive mechanism that is shaped reactively by the characteristics, interests and commitments of its participants. In Selznick's view, structure is an outcome of "reciprocal influences of the formal and informal aspects of the organization" (p. 28), and is created through the cooperative behaviors of individuals and interactive systems that constitute the whole (Selznick, 1948). The organization's structure is also shaped responsively to external forces. For Scott (1987), institutionalization refers to adaptive processes that infuse the organization with norms and values that become intrinsic and maintained as ends in themselves. In other words, they become part of the fabric of the

institution, embedded into the existing structures and culture of the organization. In a sense, it is those institutionalized norms that ultimately bind individuals and their actions to the organization (Parsons, 1956), generating high levels of trust and loyalty in their daily work..

Curry (1991, 1992) supports the view that institutionalization involves three levels of adaptation: structural, behavioral, and cultural. *Structural adaptation* refers to changes in organizational design that support and enable innovation and change to occur, influencing policies and procedures that move special projects to a standardized and routine process. *Behavioral adaptation* refers to all aspects of behavior that are associated with change in the organization and include encouraging broad participation from across the organization, raising participant consciousness about the benefits of change, and helping participants assign meaning and value to their actions to permit them to share ownership of the process. *Cultural adaptation* refers to the acceptance of new values and norms and to replacing old behaviors and attitudes with new perspectives that eventually achieve the status of permanence in the organization (Curry, 1991; 1992). Curry's position is that these stages or levels of development evolve sequentially and are essential for adapting to and embedding change into the institution's operations. In this way, adaptation to new ideas occurs developmentally over time.

Hrebriak and Joyce (1985) explain adaptation as a balance between the independent variables of strategic choice, referring to adaptation by design or by environmental determinism, which infers that the environment influences organizational choice. In their view, these variables are related and not mutually exclusive. Adaptation

in this context is interpreted as a dynamic process that results from the depth of the relationship that exists between the institution and its environment (Hrebrubiak & Joyce, 1985). The adaptation process is influenced by how responsive the organization is to the expansion or contraction of its boundaries, its relationship to the environment (Curry, 1991, 1992), and the size and strength of change initiatives.

When an action is highly institutionalized, individuals comply because it is assumed to be a traditional practice in the life of the organization and necessary for understanding others' actions. Tierney (1988) notes that institutionalized factors such as the integration of certain symbols and frames of reference reinforce institutional purpose and initiate support from the organization's members. Zucker (1977) and Scott (1987) point out that institutionalization is not an either/or circumstance, but exists at varying levels or degrees of integration, altering the culture and institutional processes of the organization (Kanter, 1983) and lending stability, predictability and persistence to social relationships.

Institutionalization is further understood in the literature as a process that requires leadership at different levels of the organization, moving from a broad vision to an incremental process, from the innovation stage to permanence and subsequently being reflected in daily routines (Hadden & Davies, 2002; Kanter, 1983). Hanson (2001) asserts that "institutional theory holds that organizations exist in a layered form, encompassing the environmental field, the organization, formal and informal groups within the organization, and the individual employees" (p. 651). Institutionalization is contingent on

the fit or conformity between the layers, and within the larger, external context in which the organization operates.

The study of institutionalization raises questions about how the organization can coordinate its behaviors to facilitate the adoption of new characteristics into the culture of the organization; how the organization can promote new activities to become part of the routine work environment (Jelinek, 1979); and how rule-like paradigms of behavior can be adopted by the organization without being tied to specific individuals or situations (Zucker, 1987). Rule-like structures and procedures are developed or adopted from external sources to help the organization maintain its stability and manage its affairs effectively. As new routines are added, the structures and systems that shape and control work in an organization are interrupted or changed, and pre-existing processes are impacted due to disruption to the existing interdependent relationships between various operations or among different units in the organization (Zucker, 1987).

Theoretically, institutionalization can be analyzed as a dynamic, ongoing process (Barley & Tolbert, 1997). Institutional theory focuses on investigating institutional modification, the influence of the environment on internal structures, and the way that everyday action creates change in the organization (Barley & Tolbert, 1997).

Kanter (1983) defines institutionalization as a process that cannot occur in isolated places in the organization; it must touch other parts of the organization and involve the participation of others if it is to gain permanence. Certain integrative actions assist with institutionalization, “weaving the innovation or change initiative into the fabric of the organization’s expected operations” (Kanter, 1983, p. 300). A similar

definition is that institutionalization is change that has reached the point of losing its “special project status, becoming part of the routinized behavior of the institutional system” (Curry, 1992, p. 9-10). Institutionalization can be defined as a point in the process when certain behaviors are expected and assumed in order to achieve desired outcomes (Curry, 1992) but must also be understood in terms of the cultural influences that dominate at each level of the process (Schein, 1992; Tierney, 1988). Kanter (1983) points out that internal structures and cultural processes must change to allow successful institutionalization of innovative initiatives. “Unless there are...corresponding changes in the normative climate of the organization...[and] unless an innovation becomes valued, it will lack a constituency capable of lobbying for its continuation” (Curry, cited in Colbeck, 2002, p. 399).

Common to the definitions of institutionalization is the acceptance of a shared definition of the social reality that is identified with the organizational environment and is separate and distinct from the interests, views or actions of individuals. This shared understanding of the social context of the environment is taken for granted and perceived to be integral to the ways things are done in the organization (Scott, 1987; Zucker, 1987). Zucker’s work in particular emphasizes process and conformity “to produce common understandings about what is appropriate and, fundamentally, meaningful behavior” (Zucker, cited in Scott, 1987, p. 497). As the methods for adopting innovative measures are more firmly planted in the institution’s internal structures, they become more deeply rooted in the conforming processes that distinguish the institution (Tolbert & Zucker, 1983). “Institutionalization involves the processes by which social processes, obligations,

or actualities come to take on a rule like status in social thought and action” (Meyer & Rowen, 1977, p. 341). Further, Meyer and Rowen emphasize belief systems that have been institutionalized, which account for the maintenance of certain structures, systems, or processes that exist beyond the discretion of specific individuals.

Colbeck (2002) compares three forms of institutionalization that overlap conceptually with the previously cited work of Scott (1987), Tolbert and Zucker (1987), and Zucker (1987). Colbeck identifies *regulative processes* that “provide guidelines for organizational and individual behavior” (p. 403) in the organization; *normative processes* that involve “communication of values (what has worth) and norms (how things should be done)” (p. 404); and *cognitive processes* that reflect assumptions about the way things are done and how they are articulated in faculty beliefs, use of teaching practices, and the adoption of activities and attitudes about reform efforts.

Innovation, Change, and Institutionalization

Attempts at change are not always successfully institutionalized. Some efforts remain in a state of limbo without becoming integral to the structures and routine assumptions of the organization. They eventually disappear. A successfully institutionalized innovation depends on certain organizational characteristics that influence the way change is shaped and how it becomes permanent in the organization (Curry, 1991, 1992).

Curry (1992) documents an example in the case of a diversity and multicultural initiative at the Amherst and Boston campuses of the University of Massachusetts in the

late 1980s and early 1990s. Each school was established in different historical periods for different reasons. Amherst, founded in 1863, is a land grant research university and the flagship for the state university system. It is located in a rural region of the state. Boston, on the other hand, was founded in 1964 to serve an increasing population of urban students, at a time when access and pluralism became prominent and critical factors in higher education. Institutionalizing diversity and multiculturalism was the goal, but there was a need for organizational supports from each institution to ensure successful implementation. Those supports included the integration of grass roots perspectives with institutional vision; an emphasis on the values and deeply embedded cultural characteristics that made meaning of the change for university members; acknowledgment of certain historic and traditional values inherent in organizational purpose; and encouragement of self-study, reflection and creativity. Those factors were critical for determining each institution's capacity for change.

In the case of the University of Massachusetts, differences in beliefs about change and the institutional cultures that distinguished each campus shaped the change process. At Amherst, the diversity initiative combined new ideals with established traditions to create a community response to diversity within a large residential institution. The Boston campus connected its diversity and multicultural initiatives to an urban mission that focused on the needs of adult learners with family and career responsibilities. An important factor in the case of the two institutions is that approaches to change on each campus reflected distinctions in their respective missions, internal structures, and cultures that characterized their work environments.

Curry (1992) distinguishes change from institutionalization, a distinction that is critical, despite their close relationship. Where change is difference or newness, institutionalization is making change last, taking on a sense of permanence. Whether or not change is lasting is dependent on two factors: the process itself for proceeding with change, and the leadership necessary to gather support for managing the change process over time.

As new initiatives are identified, bottom-up processes can be coupled with top-down incentives (Curry, 1991, 1992; Kanter, 1983; Kimberly, 1979), providing opportunities for participation at all levels in the organization. Once change is institutionalized, organizational culture is modified or reformulated, and new values are embedded in the formal structures that reinforce the legitimacy of the organization, demonstrating to its constituents that it is acting on collectively valued purposes (Meyer & Rowen, cited in Tolbert & Zucker, 1983).

Curry (1992) outlines several different approaches to institutionalization with sequenced steps that describe an institutionalization process. Central to these models is the necessity for members to commit to the norms and values expressed in change initiatives, recognizing that new practices represent a new set of institutional assumptions that need to be reflected in the social structure of the organization. Schein (1992) and Curry (1992) assert that these concrete practices become directly tied to the culture of the organization, creating meaning for its members as they adopt new norms and values, and acquire an appreciation for the outcomes that accompany change.

To facilitate institutionalization, it is essential that the relevance of the initiative to institutional purpose, organizational readiness, member capacity, and resource access be identified to support the initiative (Curry, 1992; Fullan, 1991; Kanter, 1983; Kimberly, 1979). Thus, the organization's purpose, its readiness for change in terms of attitudes and motivation, the ability of its members to understand and absorb the value of change, and the fiscal structures that provide access to resources to support new initiatives are essential elements for sustained change. However, as Kanter indicates, many initiatives are unsuccessful due to ineffective coordination and poor integrating mechanisms that are directly tied to the organization's operations rather than issues that originate from the initiative itself. Initiatives should not be attempted in isolation but, as Kanter (1983) and Curry (1992) contend, should focus on creating the ability to identify and develop support systems that are connected to the process itself. It is important to determine if linkages exist to support successful integration, and whether internal structures and processes of the organization positively influence implementation.

Internal forces that drive change and innovation come from different sources. According to Dill and Sporn (1995) higher education organizations require structures that nurture innovation, adaptability, and cohesion to respond to change. The dominant structural design of the organization, that is, the predominating strength of vertical versus horizontal coordination, can prevent or facilitate implementation of an innovation (Kanter, 1983). "Horizontal linkages [have the ability to] break through structural barriers, collapse psychological distance, and cut through competition among diverse institutional units" (Chickering, 1999, p. 3), promoting incentives for participation and

support for change. For institutionalization to be achieved, there must be sufficient vertical linkages that intersect with the lateral structures of the organization for new ideas to be accepted, new policies and practices to be tested, and new behaviors to be learned (Chickering, 1999). Institutionalization models provide a way to think about ownership and the ways in which small groups of interested actors pursue and implement an idea. However, it is also important to think about who should be involved and at what stage in the process this involvement should occur to ensure that valuable ideas are adopted and ultimately institutionalized (Chickering, 1999).

From the literatures examined we learn that complex structures unique to higher education organizations influence the development of certain behaviors among organizational members. We can conclude that these behaviors impact implementation and the integration of change initiatives into the structure and culture of higher education organizations. Examining the relationship between the internal organization and external impetus for change provides an understanding of how new initiatives can be institutionalized as a permanent feature in the organization. The next section reviews the service-learning literature and factors related to its institutionalization in higher education.

Service-learning in Higher Education

This section of the literature review focuses on service-learning and is separated into four parts. The first part provides a brief overview of service-learning and follows with a discussion about the structures that frame the organizational contexts in which

service-learning is implemented. The third section discusses faculty work structures with questions about the relationship of those structures to the integration of service-learning into the institutional context. Several studies are highlighted to illustrate the organizational factors that are primary to institutionalization. The final section reviews institutional collaboration, with a particular focus on the work relationships between faculty and professional staff in student affairs divisions.

Overview of Service-learning: Model for Teaching and Learning

Service-learning has its academic roots in experiential education (Furco, 1996; Serow, Calleson, Parker, & Morgan, 1996). There are more than two-hundred published definitions of service-learning (Furco, 2002b; Jacoby, 1996a), indicating that a universally accepted definition does not exist among those who engage in this educational practice or among researchers in the field. Service-learning, conceptually, is generally considered to be academically balanced with community service (Morton & Troppe, 1996). The hyphen in the term demonstrates that a symbiotic relationship exists between service and learning with equal value assigned to each of those factors (Jacoby, 1996a; Sigmon, 1994). This ensures that the fundamental concept of reciprocity, which is central to effective service-learning, be achieved and that both the community and the student are beneficiaries of both the service and the experience.

Service-learning is described in different ways: a “quiet phenomena taking place on college campuses” (Prentice & Garcia, 2000, p. 19); a pedagogy linking academic study to public-service activities (Furco, 1996; Zlotkowski, 1996); the joining of

community action, service, and learning (Stanton et al., 1999); and the promotion of service as a “necessary component of the educational institution’s mission” (Hinck & Brandell, 2000, p. 3). Service-learning encompasses the values that individuals and institutions identify with “the role that service plays in human and community development” (Shumer, 2000, p. 79). It is considered by many to be an academic tool that helps faculty provide venues and approaches to teaching and learning about larger issues rooted in communities, preparing students in thoughtful ways for active citizenship. As a teaching tool, service-learning extends beyond the classroom (Morton & Troppe, 1996), nurturing relationships in and with the community, motivating participation in civic processes, and helping students think about their particular roles as engaged citizens. As Stanton et al. (1999) point out, “service-learning has thus developed a values-oriented philosophy of education” (p. 5).

Service-learning is an academic model that demonstrates important perspectives about student growth, institutional purpose, community relationships, and a broadened social vision (Kendall & Associates, 1990). To understand service-learning in this context, however, it is important to know about its origins in higher education. Service-learning has its roots in the establishment of the land grant institutions of the 1860s (Jacoby, 1996a; Stanton, 1991; Stanton et al., 1999), with succeeding periods of the early 20th century contributing to its history through progressive education programs, settlement house activities, immigrant education, and the federally-supported social programs developed during the 1930s. Those programs linked higher education with

public service, promoting citizenship attitudes and greater participation in community life (Jacoby, 1996a, 1996b; Kraft, 1996; Rudolph, 1962/1990; Stanton et al., 1999).

Service-learning's contemporary academic roots, however, are found in the social unrest and Civil Rights Movement of the 1960s (Pollack, 1999; Sigmon, cited in Jacoby, 1996a; Zlotkowski, 1996) at a time when increased access to higher education and anti-poverty and social reform movements were highly prevalent. One of the initial guiding institutional themes at that time was the development of learning methods to help students connect intellectually with social and community issues (Lounsbury & Pollack, 2001; Stanton et al., 1999). Contemporary attitudes toward service-learning build on those issues, embracing a developmental approach for learning that uses experience as a window into current social issues. This approach is part of a formalized post-secondary education that meets human and community needs through community/campus programs and engages students in conscious intellectual growth (Stanton, 1991)

Reciprocity between the server and the served is central to service-learning to ensure that community needs are met (Stanton et al., 1999) or in some way addressed in the learning outcomes for students. Reciprocity influences the various dimensions of academic work, the value of the service, and the quality of the experience through the integration of academic content with work in the community (Astin, Vogelgesang, Ikeda & Yee, 2000).

Service-learning is based in the philosophy of experience that John Dewey believed was at the core of the learning process (Halliburton, 1997). Dewey's view focuses on the role of experience in learning, a perspective to understand how pedagogy

and academic outcomes are shaped. The core of this experience is *thinking*, a process that forms the basis for action and to understand the connection between the learning that is fostered in the classroom and the learning that occurs in the community (Halliburton, 1997). This conceptual *thinking* becomes the foundation for a reflection process that helps students contemplate the impact of their activities on their own learning as well as on the community in which they serve. Students integrate theory with practice to understand social issues in relation to course content, transform experience into knowledge through structured reflection (Morton, 1996), and engage in active learning that helps them “develop a better sense of meaningful citizenship” (Bringle, Games, & Malloy, 1999, p. 11). For students, reflection is an essential activity to help them make connections among community participation, the goals of the curriculum, and learning outcomes achieved through the experience (Prentice & Garcia, 2000). The frequently narrow scope of student experience requires a carefully structured and facilitated reflective process that contextualizes experience and makes important connections to academic content.

Service-learning and Organizational Structure

Complex institutional and environmental factors, community interaction, and a unique form of learning evolve from the integration of service to the community (Stanton et al., 1999). To implement and sustain service-learning pedagogy, institutions need to recognize the influences of its structures and how varying elements of structure are tied to deliberate and intentional processes to bring communities and the organization together.

Sustaining service-learning requires an understanding of the relationship between the organizational factors that distinguish it from other pedagogical goals. As more institutions implement service-learning it is essential to understand the organizational contexts that influence its sustainability and “the institutional factors that affect decision-making at every level and every stage of operations” (Gelmon et al., 2001, p. 107). Furco (2002a, 2002b) and Gelmon et al. (2001) point out that those initiatives are strongly influenced by the convergence of complex processes that define and are integral to the institutional environment.

The particular question for this study is about how the institutionalization process is connected to the structures that shape and define the organization as a place where academic work is done, and the various steps that are associated with the institutionalization of a new idea. Institutional continua shaped by developmental models of service-learning are found in the service-learning literature illustrating organizational factors that influence the institutionalization of service-learning. Created as rubrics, they show levels or stages for building critical mass, quality programs, and sustained and permanent features in the organization. These grids are designed not only as diagnostic tools to describe the incremental steps in the institutionalization process, each building on and complementing the other to provide a framework for assessing the stages of institutionalization (Furco, 2002a, 2002b; Holland, 1997; Kecskes & Muylleert, 1997; Kramer, 2000) but also as tools to facilitate planning and decision-making at the institutional level and shape evaluative processes to assess outcomes (Holland, 1997).

Important questions about the institutionalization of service-learning are raised in the literature: Ward (1998) asks about fit within the structure of the organization, and its impact on faculty work and institutional culture; Giles and Eyster (1998) identify the need to examine institutional policies and practices as essential factors for understanding institutionalization; O'Meara (2001) considers faculty workload and reward systems, and issues related to promotion and tenure decisions in relation to expanded views of faculty scholarship; Rubin (1996) raises issues about fostering student commitment for active participation in public life, and the importance of institutionalizing service-learning as a vehicle to achieve student outcomes; Serow et al. (1996) question why some institutions promote service-learning and others do not, attempting to understand the institutional factors that influence institutionalization; and Holland (2000) asks about institutional understanding of student/faculty characteristics, and the influence of those characteristics on mission, community relationships, and the role of service-learning itself. Holland (1997) and Bringle and Hatcher (2000) identify the structural dimensions of service-learning programs, with mission, reward systems, and organizational structure among them.

Strategies for effective service-learning programs must be “distinctive and appropriate to the individual institution and its contexts if the commitment is to be realized and sustained” (Zlotkowski, cited in Holland, 1997, p. 31). Systematic approaches are important for making intentional and deliberate decisions about service-learning in the organization. Singleton, Hirsch, and Burack (1999) use the construct of faculty service enclaves and focus on the correspondence between organizational

structure and faculty participation in professional service, acknowledging that internal stimulation may often drive faculty motivation rather than external elements. Among the factors Singleton and her colleagues identify for effectively connecting “the campus to the community and the community to faculty work” (p. 124) are leadership, integration of teaching and learning, and institutional support. A primary challenge to achieve the benefits of service-learning is raised in questions about the intersection of outcomes with the structures that shape and define the organization.

The role of infrastructure and institutional support are recognized in the literature as essential factors for achieving sustained service-learning (Furco, 2002b; Holland, 2000; Rubin, 1996; Ward, 1996, 1998). Infrastructure needs to be understood in relation to the “labor-intensive nature and the importance of giving faculty ongoing support in this new pedagogy” (Holland, 2000, p. 56). Questions, however, are asked about the design of organizations including types of work units, the functions and roles of support structures, integrating mechanisms for communication, funding streams, and assessment models and their relationship to sustained service-learning (Gelmon et al., 2001; Prentice, 2002; Robinson, 2000). It is important to distinguish between sustained initiatives and those that are permanent, with their permanence distinguished by the degree to which their characteristics are embedded into the cultural life and routine activities of the organization. Additional institutional dimensions are framed by the context of these primary categories. However, as Holland (1997) points out, “engagement in service-related activities is playing out differently across institutions...the level of involvement in and commitment to service takes many forms” (p. 30). Whatever the level of

commitment, institutions and faculty must make choices that consider mission, access to resources, and an understanding of the various cultures that distinguish the organizational environment.

Certain work in the area of service-learning institutionalization involves intentional institutional planning as a first step – a process that involves participation from across the organization. The literature identifies a strong infrastructure, presidential and senior administrative leadership, faculty support that is broadly based, and institutional commitment as key elements of the planning process. While there is need for constituent support from the campus and the community, additional support is also needed in the form of administrative advocacy, familiarity with courses connected to service and public work, funding streams, and faculty participation. Without those structural supports, the goal to move service-learning to a state of institutionalization may be unsuccessful.

Service-learning and Faculty Work: The Academic Affairs of the Organization

Ongoing and often contentious discourse among faculty and between faculty and administration challenge the management of change in organizations “that are value infused and self-perpetuating” (Smith, 2001, p. 1). A basic framework is central to beginning a dialogue that involves faculty in service-learning. Primary to the discussion is a valued perspective of service and public work and an infrastructure that supports the time and labor-intensive processes that are associated with the integration and eventual institutionalization of service-learning. Additionally, there must be consensus among

faculty about their multiple roles in the institution, their own perceptions of their work, and how the institutional definition of service-learning fits within the scope of their work.

One of the greatest institutional challenges is the promotion of faculty involvement and participation in meaningful and academically relevant service-initiatives (Bingle, Hatcher & Games, 1997; Ward, 1998; Zlotkowski, 1996, 1999). As Rhoads and Howard (1998) point out “The institution with a vision for more widespread use of service-learning must consider the policies and procedures that directly influence faculty work” (p. 98). The research indicates that providing support structures demonstrate to faculty how and to what degree their work is valued (Furco, 2003; Holland, 1999a; O’Meara, 2002). Demonstration of value influences many aspects of faculty work, not the least of which are the structures within which this work is accomplished. Kerr (1982) asserts that faculty in academic organizations are the university. If faculty are central to the organization’s productive capacities, then faculty roles and the systems that control how faculty work is structured and rewarded must be carefully considered. Teaching, scholarship, and service must be understood collectively, contextualized by the systems that employ faculty, their pluralistic roles in complex organizational environments, and the cultural influences that impact their work. This view of the essential role of faculty necessitates a clear understanding about how this role informs institutionalization, and how processes for institutionalization fit into the structural design of the organization.

Faculty participation in educational initiatives is acknowledged to be essential for implementing change in higher education. Antonio et al. (2000) contend that “curricular innovation must be congruent with faculty goals and interests and have attached to it

outcomes reflecting institutional priorities” (p. 376). However, it can also be argued that so much attention has been paid to faculty that very little attention is focused on administrative leadership and the role of administrative structures to develop and support priorities to achieve institutionalization.

Reward systems are identified as an important influence on faculty work (Bringle & Hatcher, 2000; Chickering, 1999; Hinck & Brandell, 2000; Holland, 1999a; O'Meara, 2001; Ward, 1996, 1998). Several structuring factors in the organization, including autonomous department cultures, governance structures that influence authority and decision-making, and institutional policy viewed in its relationship to influences from the external environment, influence how faculty reward systems are implemented. The issues associated with these organizational factors can potentially hamper or deter faculty involvement in service-learning. “With the proliferation of faculty responsibilities and a radically changing [institutional landscape] in which faculty carry out their work” (Rice, 1996, p. 11), faculty are caught between two issues: the tensions created by a set of assumptions that historically frame their professional socialization into the academic profession, and the question of “what it means to be a scholar in a changing democracy” (Rice, 1996, p. 11). According to Plater (1999), “Many recognize the problem inherent in current forms of shared governance, and this may be the time to create new forms of participation instead of reminiscing about the old” (p. 169). Faculty must feel and know that their service-learning work is valued, that it is accepted as a legitimate form of scholarship (Furco, 2003). A key point in discourse is how faculty scholarship is defined and interpreted in the institution, and if faculty reward systems are compatible with the

expectations for engagement in service initiatives (Holland, 1997). According to Rue “faculty are quite clear that the only recognition that really counts is for service-learning to be taken seriously in tenure and promotion decisions” (p. 261). To expect faculty participation requires changes in faculty culture, evaluation, and reward systems that, in Amey’s (1999) view, demonstrate to faculty the way their engagement is understood and valued by the institution.

According to Tierney and Rhoads (1994) faculty life is a distinct domain governed by norms, customs, and common values. Faculty who engage in service-learning become involved in a de-centered process with the professional authority of their disciplines/fields of expertise connected to shared activities among students, faculty, and involved members of the community (Hollander, Saltmarsh, & Zlotkowski., 2002). Boyer (1990), Bringle et al. (1997), Rice (1996), and Zlotkowski (1999) raise the question of the relationship of scholarly work to applied engagement and the creation of new perspectives about a changing faculty role in higher education.

Holland (2000) asks about the role of the department chair and how much influence this role has on motivating faculty to engage in service-learning. The department chair and the decentralized structures created by a system of academic departments may be highly influential for promoting faculty interest in service-learning. The department chair has responsibility for assigning workload and is influential in tenure and promotion decisions (O’Meara, 2001). On the other hand, the department chair has just as much influence to prevent movement toward institutionalization by not promoting faculty engagement in new pedagogies or by not supporting faculty

participation in alternative forms of scholarship. Initiatives that are supported by departmental structures, while consistent with institutional priorities, need to be aligned with faculty interests and goals (Ward, 1998). To engage faculty in service-learning requires that the institution demonstrate its value of their participation in this work, reflecting a commitment from the organization and its administration.

Prentice (2002) and Robinson (2000) assert that faculty development is an essential part of the process to encourage faculty participation in service-learning. What may lie at the heart of the issue is not just motivating faculty for participation but rather retraining faculty to help them see their work from a new perspective and through a different lens (Pascua & Kecskes, 1998). The institution can provide support for faculty including grant opportunities, attention to workload issues, community/campus training workshops, and networking among colleagues. As Hollander et al. (2000) point out, faculty development is an essential ingredient for institutional engagement that demonstrates to faculty the seriousness with which they will be supported.

Schmeide (1998) hypothesizes that experiential forms of education, like service-learning, are linked to faculty and administrative support and “the degree to which experiential education is conceptualized as a pedagogy within the institution” (p. 20). This suggests promoting cross-institutional dialogue about the nature of faculty work and how certain aspects of this work should change in order to adopt new paradigms for teaching. Numerous tools and supports are needed including time, faculty development, and a reward system that acknowledges the value of the output and the intense work that is necessary to engage faculty successfully in service-learning. These supports are

essential to the process that may challenge many of the faculty whose traditional focus may impede change but, if institutionally supported, could make great contributions to the educational process, student learning outcomes, and the broader community, which the institution occupies.

Research Studies and the Role of Faculty in Service-learning

Studies have been conducted to explore and examine the issues associated with the institutionalization of service-learning in higher education. Faculty roles and the institutional structures that shape work contexts have been critical to institutionalization. Several studies that examine institutional factors in relation to faculty work are cases in point.

In a study conducted to understand how institutions are facilitating service-learning, Hinck and Brandell (2000) conclude that there are five factors essential for service-learning programs to be considered viable and strong. These factors include strong presidential and administrative support; a clear goal statement linked to institutional mission; faculty motivation and an emphasis on “intellectual and discipline-relevant pedagogy” (Zlotkowski, cited in Hinck & Brandell, 2000, p. 8); centralized resources including staff and a director; and public awareness to promote faculty work in service-learning. Among their conclusions, consideration for faculty roles and rewards appear critical for motivating faculty to engage in service-learning. The results of the study, which yielded a 45% response from 225 state Campus Compact member colleges and universities, indicate that 80% of the survey institutions have 10% or fewer faculty

who integrate service-learning into their courses. The study reveals that to engage more than 10% of faculty in service-learning requires several levels of institutional support, including a direct link to faculty reward systems and an institutional “statement of support in departmental guidelines for promotion and tenure consideration” (p. 9). A primary outcome of the study addresses faculty scholarship in relation to service-learning and acknowledges that research endeavors can be tied to service-learning activity and promoted as a legitimate academic endeavor.

Holland (1997) emphasizes that faculty scholarship is a fundamental characteristic of higher education organizations and that interpreting this factor is about the choices that each (faculty and the institution) make regarding teaching, scholarship, and service. Similarly, Prentice (2002) contends that the inclusion of service-learning in reward structures is primary for service-learning success, particularly recognizing, as Furco (2003), Holland (1999a), and O’Meara (2002) that not doing so could be perceived by faculty and others as undervaluing faculty engagement in service-learning and related outreach efforts. However, Abes et al. (2002) posit that reward structures are not the only limiting factor to successful implementation of service-learning. Time is an essential variable that influences quality teaching and ongoing professional responsibilities. This is supported by Lawrence (1994) who recognizes that “perspectives of time are reflected in cultural orientation and the normative behaviors of the organization” (p. 26).

Ward’s (1998) work compares two institutions that view faculty rewards and faculty expectations differently. In one case, service-learning is fundamental and intrinsic to institutional purpose and organizational life and is embedded in the faculty reward

structure of the organization. In the second case, “the mission of the institution and faculty work is centered around [traditional] research and scholarship” (p. 77). These marked differences, however, do not assume that all faculty in the first institution are vested in service-learning or that, in the second case, no faculty are engaged in service-learning. The differences point to variations in institutional policy and the criteria assigned for faculty rewards. It prompts us to consider whether the structures in place and the values associated with those structures need reevaluation, particularly with respect to institutional goals, community–university partnerships, and processes for educational change.

In research conducted by Serow et al. (1996), the objective was to identify institutional support factors for institutionalizing service-learning to determine the relationship between service-learning and other institutional priorities. Their findings suggest that support for service-learning varies by institutional type, that is, Baccalaureate/graduate versus associate and public versus private, recommending that the influence of institutional structure be analyzed before the effects of other variables. Another key finding of the study is that structural forces influence the level of institutional support, impacting educational policies and goals that reflect the “core purpose of higher education” (p. 224). The study identified students’ academic development, service as an essential element in postsecondary education, increased attention to student and community need, and the formation of partnerships with community agencies that allows guided learning for students.

Factors that motivate and deter faculty use of service-learning are the focus of a study by Abes et al. (2002), who analyzed motivational data using the variables of “institutional types, academic disciplines, faculty rank, tenure status, and gender” (p. 6). The study found an overwhelming consistency of outcomes regardless of the variables used for analysis, “... providing a basis for effective and realistic strategies for recruiting and sustaining service-learning faculty” (p. 13). A key outcome from this study is the support of other faculty colleagues and department chairs to model successful service-learning, and the active involvement of community members and students to recruit new service-learning faculty. The primary motivator is demonstration of student-learning outcomes, with university-community partnerships important but to a lesser degree. What is interesting to note in this study is the emphasis on logistical supports including recognition of time and appropriate training to motivate non-service-learning faculty to engage in this pedagogy. The study further identified tenure and reward systems but not necessarily as deterrents for engaging in service-learning. What appears to be more important in motivating faculty overrides reward systems except in some cases of untenured faculty. The authors of this study point out that these findings with respect to reward systems are contrary to outcomes from some other research in the field.

Hudson and Trudeau (1995) note the primary importance of the involvement of senior faculty to foster institutionalization, which is supported in the Abes et al. (2002) study as a conscious political strategy that considers how service-learning fits with institutional mission. Once a strategic direction is formulated, an action plan provides procedures for exploring appropriate methods for implementing service-learning and to

see what works for the institution. Hudson and Trudeau also acknowledge a positive relationship between successful service-learning and reward systems that value faculty. It is important to be aware that not all institutions interpret pedagogical models in the same way or that universally held factors necessarily guarantee success as institutions and faculty begin to craft the design of a service-learning initiative.

In Schmeide's (1998) work about the institutionalization of experiential education programs, the factors examined were those that influence the type and degree of support that experiential educators receive for their work, and the factors that allow programs to become institutionalized. Her hypothesis centered in faculty and administrative support and the manner in which experiential education programs are conceptualized in institutions. This study is included in this literature review because service-learning has its origins in experiential education programs. Schmeide informs the research question about the institutionalization of service-learning and supports the view that institutional structures influence the way academic programs are implemented and subsequently supported to achieve institutionalization. A key question in Schmeide's work is about institutional values and how they are operationalized in relation to the activities of teaching, scholarship, and service. She found that the degree of variance among the values for research, teaching, and service are primarily dependent on institutional type. However, Schmeide's findings also indicate the importance of institutional support, the building of alliances among faculty and administrators in the institution, and legitimation of non-traditional pedagogies.

These studies identify certain institutional factors that are perceived to be important to the process of institutionalization, including the valuing of faculty work, faculty reward structures, institutional support, and the role of senior faculty to model, motivate, implement, and institutionalize service-learning. However, it must be acknowledged that “service-learning is not right for all faculty and courses” (Abes et al., 2002, p. 16). Institutions must find the right balance of integrating mechanisms to motivate faculty engagement in service-learning, supported by the structures and institutional factors that have been found to influence the institutionalization process. Appendix A provides a summary of the studies, illustrating particular institutional processes and activities that influence the integration of service-learning into the culture of higher education organizations.

Service-learning, Student Affairs, and Collaboration in Higher Education

In David Potter’s article, *Where Powerful Partnerships Begin* (1999), Potter asks “How can we move beyond our separate areas of expertise to cultivate a shared vision of what learning is and the best ways to make it happen” (p. 11)? Collaboration to enhance and enrich student learning outcomes is viewed through cooperative working practices that cut across and between the decentralized, complex, and loosely coupled structures that are unique to higher education organizations, creating a blurring of boundaries between the multiple forms of students’ campus experiences (Nesheim, Guentzel, Kellog, McDonald, Wells & Whitt, 2007). Eimers (1999), however, believes it is decentralization and loose-coupling that prevents a shared vision among faculty, restricting frequent

communication, the development of common goals, or the identification of equally valued educational views. For Potter (1999) it is coherence and integration between the various dimensions of a student's college experience that are lacking, with academic life perceived as separate and distinct from the rest of the student experience.

Collaboration, which is defined in this work as the process of working with others to achieve common goals (Weingartner, 1996), the development of intellectual economies of scale to maximize organizational outcomes, and partnering to balance independence with interdependence for collective work (Engstrom, 2003), provides benefits for all constituents – students, faculty, professional staff, and the institution-at-large (Grace, 2002). Joint activities between professional members of the organization help shape the dimensions of the academic curriculum to enrich the educational experience for students while enabling members of the institution to move beyond the structural 'silos' that historically separate the formal and informal curriculum (Bourassa & Kruger, 2002). "Academic enhancement through service-learning, networking, community development and out-of class experiences can provide for a more robust learning environment" (Grace, 2002, p. 9), blending the cultural distinctions associated with particular divisions and overcoming "competing assumptions about the nature of student learning" (Bourassa & Kruger, 2002, p. 9).

Collaboration is a form of partnership (Engstrom, 2003) that can build institutional capacity and contribute to the creation of transformational learning environments. Transformational learning is comprehensive, integrated, and connected to the way that students learn. The creation of integrated systems that support

transformational learning requires “high levels of collaboration so that organizational arrangements and processes can be linked and aligned appropriately” (Schroeder, 1999, p. 7). Segmentation, in contrast, “makes it harder for the organization to move beyond its existing capacity...to innovate and improve” (Kanter, cited in Singleton et al., 1999, p. 139). Hirsch and Burack (2002) contend that collaborative partnerships do not occur unless there are shared concerns among individuals. In Hirsch and Burack’s work, which focuses on collaboration between student and academic affairs, “collaborations...tend to fall into one of three categories: structural, curricular, or programmatic” (p. 57). Regardless which way the partnership is configured, institutional leadership is critical for facilitating access to resources and supporting “new ways of relating and working together in order to meet the specific challenges presented by new and different students ...” (p. 61). However, dependence on leadership does not always result in successful initiatives. The structures of the organization must be arranged to permit ongoing movement beyond initial implementation, establishing integrity of purpose to prevent initiatives from remaining on the periphery of institutional agendas (Bringle et al., 1999).

Student affairs is a structural division of the organization that is critical to institutional planning due to its particular role, which includes “knowledge and experience with enrollment management, developmental programming, student engagement in the learning environment, needs assessment and planning, and financial management” (Grace, 2002, p.7). A primary concern in higher education is how to connect faculty who emphasize academic criteria as the central focus of the student experience with student affairs professionals who focus more extensively on the

developmental aspects of student growth and its relationship to learning (Potter, 1999). In Wolf-Wendel and Ruel's (1999) view, there is a need for faculty and student affairs professionals to be knowledgeable about who their students are to develop appropriate activities and programs. Nesheim et al. (2007) point out that collaborations between academic and student affairs support the development of coherence and consistency of educational experience and practice, acknowledging "students' needs and abilities, and a widely shared 'ethos of learning'" (Kuh, 1996, p. 136, cited in Nesheim et al., p. 437). The ultimate goal is to identify a "comprehensive set of strategies...that integrate[s] institutional initiatives and resources" (Grace, 1999, p. 7), creating shared goals to transcend individualistic approaches for more collective outcomes.

Though service-learning programs thrive with the expertise of both faculty and student affairs professionals who each bring knowledge and experience to the dimensions of these programs (Jacoby, 1999), it is essential that there be a strong collaborative relationship between academic affairs and student affairs. Programs that are led predominately by student affairs, while successful and strong in their own right, may be seen as focused too much on services for students and therefore perceived to lack the academic integrity associated with the formal curriculum of the institution. As Jacoby (1999) points out, faculty-driven initiatives are more directly linked to the institution's mission, with students integrating "interdisciplinary knowledge with practice...[and] more likely to involve faculty in community-based research" (p. 22). However, student affairs professionals have expertise in student development theory and learning styles that contribute in significant ways to service-learning initiatives, including "experience in

group processes that are useful in the design and facilitation of reflection” (Jacoby, 1999, p. 23). Student affairs connections to the communities that border the campus are also essential for forging relationships with community partners, and for building institutional capacity for programs like service-learning.

Jacoby (1999) contends that the benefits of partnerships for service-learning between academic affairs and student affairs, regardless of where the initiative is housed in the institution, far outweigh the problems associated with these partnerships. Student affairs professionals bring their academic credentials, professional affiliations, and educational expertise to the process, contributing advanced concepts and practices about student development not only to move service-learning but in its relationship to broadened perspectives about the learning process.

Conclusions from the Literature

Institutions of higher education are complex in their structures, uniquely designed in their governance processes, and characterized by certain differentiating elements that set them apart from other types of organizations associated with traditional managerial models. The structures that are unique to higher education are atypical of most organizations (Birnbaum, 1988; Blau & Schoenherr, 1971; Fincher, 1982; Santos et al., 1998) include a decentralized system of departments that is generally identified with the academic disciplines. Decentralization tends to separate rather than bring the organization’s members together in a cohesive structure and, as Morgan (1997) posits, supports a valuing of achievements that are specific to departments rather than to the

institutional context. This structural complexity creates challenges for implementing change initiatives such as service-learning with the autonomous and decentralized structures that shape the academic work place often at odds with the centralized administrative structures that oversee and manage operations and access to resources. The parallel work structures that are particular to academic affairs and student affairs, each of which focuses its work in different ways on the student, creates complex relationships between faculty and student affairs professionals, challenging the development of collaborative processes that connect the formal academic curriculum to the informal co-curricular programs and initiatives led by non-faculty professionals.

The literature points out that innovation and change impact the organization's culture and the internal work context (Kanter, 1983; Schein, 1992). What may be the most essential factor, however, is building change initiatives into the structure of the organization, providing a way to view the institution's commitment to new projects in a holistic way. As Curry (1992) theorizes, once structures are modified, behavioral and cultural change tend to follow, resulting in the introduction of new norms, ideals and values (Schein, 1992). However, while Kimberly (1979) contends that varying perspectives of change and modified behaviors help maintain the momentum needed to move an early success to a point of sustainability, an early success should not be assumed to mean permanence. Quickly changing environmental factors may influence internal practices and challenge the stability and predictability necessary for achieving organizational goals. An important consideration is the process for change – that is, the movement from idea to implementation. Once change has moved to a point of

institutionalization, once the factors of change have been integrated into the formal structure of the organization as legitimate and reputable (Meyer & Rowen, cited in Tolbert & Zucker, 1983; Zucker, 1987), the organization demonstrates its commitment to a new set of values, purposes and goals (Curry, 1992; Schein, 1992) that can be widely shared across the institution.

Conclusions can be made from the service-learning literature that this pedagogy is conceptually and pragmatically complex (Gelmon et al., 2001) and cannot be implemented in isolation from the institutional contexts in which it must thrive to be successful. Without faculty, staff and an administration that understand how the institution is structured, it is difficult to promote service-learning (Ward, 1998). A critical question may be one of defining successful service-learning, and how to identify the structures that influence its permanence in the organization (Kimberly, 1979). What may be a key to its implementation is the lack of consensus about the meaning and value of service-learning and how it is understood in relation to organizational mission, philosophy of education, and long term institutional goals.

Certain factors such as mission, faculty involvement, student role, community partnerships, and institutional support (Furco, 2002a, 2002b), believed to be critical to institutionalization are identified in the literature. However, organizational complexity and the unique nature of those factors as interpreted by individual organizations prevent the development of a common model for institutionalizing service-learning. For Zlotkowski and Lynton (each cited in Holland, 1997) service-learning must be institutionally distinctive. Certain assumptions associated with institutionalization extend

to service-learning in terms of the field but at the same time are specific and unique to institutional context, conceptual definition, and application.

The literature emphasizes that faculty are the key variable to successful implementation of service-learning. If this is true, what structural factors motivate faculty participation? On the other hand – is too much ownership and responsibility being placed on faculty? It can be argued that so much attention is paid to faculty role that insufficient attention is directed toward leadership and the structural mechanisms that may be necessary to initiate, support, and sustain long-term integration of associated changes.

Faculty role is also viewed through reward and incentive structures. Interpreting the meaning of faculty scholarship and the choices that both faculty and administration make for weighing the values associated with teaching, research, and service is often a point of contention among constituents. Resolving the balance between these factors is essential. However, the literature points out that the interpretation of scholarship is the primary factor in the equation, with faculty and the administration pulled between traditional models of scholarship and newer interpretations of scholarship that are connected to changing paradigms of teaching.

The literature supports the premise that diverse and complex structural factors converge in the institution, raising questions about the influence of those structures on the implementation and sustainability of service-learning. This further supports the need for institutional constituents to understand the structures of the organization in relation to the gap between traditional pedagogies and the adoption of alternative methods for teaching and learning.

Gaps in the literature appear to exist about the relationship between academic affairs and student affairs in relation to sustained service-learning. The study emphasizes the role of structure to support educational initiatives like service-learning. Chapter three presents the case method used to design the study including analysis of the sampling process to identify the research sites, brief descriptions of the three campuses selected for the study, and methods used to collect and analyze the data.

CHAPTER 3

RESEARCH DESIGN

This chapter includes the rationale for a qualitative study, the project design using the case study method, the site selection criteria, a brief description of each of the campuses identified for the study, and theoretical frameworks that will contribute to an understanding of the data. The role of the researcher is also presented.

Qualitative Design of the Study

This study examined the relationship between structures that are associated with faculty work and structures in student affairs units, and the influence of that relationship on the institutionalization of service-learning. The intention of this project was to achieve two goals: first, to analyze processes for integrating service-learning into the academic culture of three institutions to determine the influence that organizational structure has on the process of institutionalization. The objective was to learn about the relationship that exists between the structural divisions of academic affairs and student affairs and to understand how those structures support or constrain the achievement of institutionalized service-learning. The second objective was to examine the role of collaboration between

the structural divisions of academic affairs and student affairs to determine the degree to which collaboration influences the institutionalization of service-learning.

Creswell (2003) identifies the primary factors of a qualitative design that informed my decision to use the case study method:

- Natural settings to enable depth of detail about the site selected for inquiry;
- Multiple sources of data such as interviews and observations that are interactive and emphasize humanistic factors among the organization's members and its activities;
- An emergent configuration of the research design to enable changes and refinement of the research process as the work progresses; and
- An interpretive data method that includes description, analysis, and "filtering through a personal lens" (p. 182).

In qualitative research, the collection of data and its analysis occur simultaneously, encouraging systematic reasoning, reflection, and refinement of the processes for collecting, analyzing, and interpreting evidence. Creswell emphasizes that the phenomena must be viewed holistically, with the researcher systematically reflecting on the experience of the research process itself to motivate rotation between data collection, analysis, and problem reformulation. These simultaneous processes help the researcher to locate "unanticipated as well as expected relationships" (Stake, 1995, p. 41) to more comprehensively understand the data through multiple stages of interpretation.

Case study provides a way to comprehensively collect and interpret multiple forms of data, contributing "to our knowledge of individual, group, organizational, social,

political, and related phenomena” (Yin, 2003, p. 1). Case studies ask questions about how certain conclusions are arrived at, particularly the association of actions and resources to those decisions. This method can examine the impact of behaviors on problem-solving and decision-making; and provide a way to analyze the influence of those behaviors on organizational member perceptions about process and outcome. As Stake points out, each case is separate and distinct with its own particularity and complexity, each a bounded unit with working parts that are linked together in a unique system. The case method “is instrumental to learning about...effects” (Stake, 1995, p. 3) and is appropriate for this study because it is often used in the organizational and social sciences (Yin, 2003).

Service-learning, Qualitative Research, and the Research Questions

Service-learning is a relatively new phenomenon that has been growing in higher education since the latter part of the 1990s. Three features have been identified in the service-learning literature (Bringle & Hatcher, 2000; Furco, 2002a, 2002b; Gelmon et al., 2001; Giles & Eyles, 1998; Holland, 1997, 2000; Rubin, 1996; Ward, 1996, 1998) that impact the integration of service-learning into academic programs: structures in the organization that shape work environments and provide a framework for assessing pedagogical outcomes; normative behaviors among organizational members that influence institutional processes for decision-making; and cultural factors that are specific to an institution’s history and that influence relationships within the organization. These features, structure, behavior, and culture, influence our understanding of service-learning

as a pedagogical practice in higher education, and help us to understand the organizational factors that contribute to its institutionalization (Curry, 1992).

Two elements were important for approaching the research for this study: first, an understanding of the tenets reflected in institutional mission and how these values are perceived in the organization, thereby clarifying relationships among service-learning, educational philosophy, and faculty perspectives about pedagogy; second, an understanding of how service-learning is defined within each organization, what the perceptions are among the organization's members about the importance of service-learning to the academic work of the organization, and the degree to which service-learning permeates the culture and fabric of organizational life

Higher education institutions lack a common definition and interpretation of service-learning with more than 200 definitions noted in the literature (Furco, 2002b; Jacoby, 1996a). Therefore, it is important to clarify at the outset the meanings associated with service-learning in each institution in the study. Service-learning is defined in this study as a pedagogical approach to teaching and learning that brings students together with the community to understand the goals of a course or curriculum. Service learning emphasizes the connection between intellectual learning and social and community issues, integrating reciprocity for students and constituents served. The practice of reflection is embedded into the structure of the course to help students more deeply understand academic goals and learning outcomes that are manifest in the service experience.

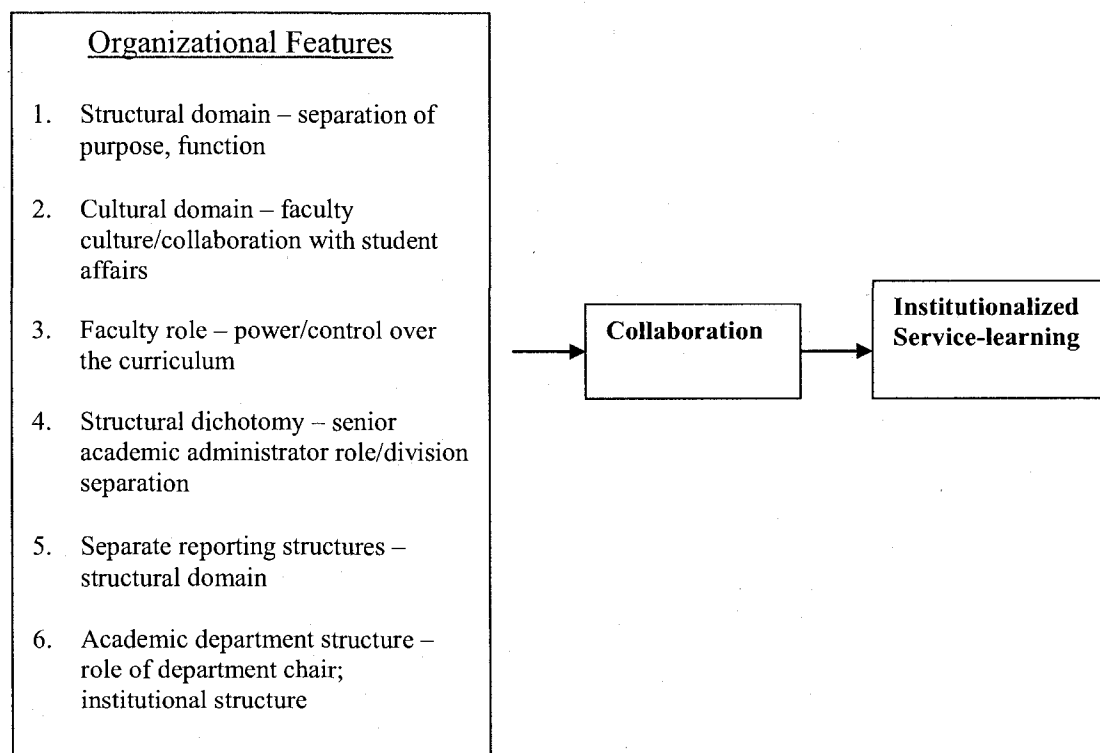
In addition to clarity of definition regarding service-learning, this study focuses on the characteristics of the people and places involved in the process, showing “detailed impact on participants, institutions, and communities” (Shumer, 2000, p. 79). For example, for this study, interviews provided evidence about how service-learning influences academic work in the organization; by spending physical time at each campus the researcher could contextualize organizational issues; and contact with faculty, administrators, and professional staff who are linked in some way to service-learning allowed examination of campus activities and operations related to service-learning and collaborative processes between campus constituents. The data sources provided perspectives about the cultures and shared characteristics that are unique to each organization, and the particular ways that service-learning is understood and valued in the organization. Examination of institutional documents helped to illustrate how service-learning is integrated conceptually and in practice to achieve academic goals.

The research questions are comprised of three organizational factors: structure, collaboration, and institutionalization, and two structural divisions, academic affairs and student affairs that are central to the study. The questions reflect certain organizational characteristics that represent structure, culture, faculty roles and authority, administrative roles, and department structure (see Figure 2).

1. How do the **separate purposes and responsibilities** associated with the work of the academic affairs and student affairs divisions influence the development of collaborative relationships to institutionalize service-learning? (*structural domain*)
2. How does **faculty culture interact with student affairs culture** to influence collaborative practices to institutionalize service-learning? (*cultural domain*)
3. How does **faculty authority over the academic curriculum** influence faculty collaboration with student affairs divisions to institutionalize service-learning? (*faculty power/roles*)
4. What is the **role of the senior academic leadership** to promote collaboration between faculty and student affairs professionals to institutionalize service-learning? (*structural dichotomy/administrative roles*)
5. In what ways does a **separate reporting structure** for academic affairs and student affairs divisions affect collaboration to institutionalize service-learning? (*structural domain*)
6. How does **the academic department system** influence collaboration with student affairs to institutionalize service-learning? (*structure/ department role*).

Figure 2 Variables Reflected in the Subsidiary Questions

The influence of the variables on collaboration to institutionalize service-learning:



The case study method enabled observation and interpretation of activities associated with the ongoing integration of service-learning into each of the research sites. It was essential to tell each institution's story, with the scenes that describe the impact and interactions among structural units and among the individuals who participate in the process (Shumer, 2000). "If we assume that service-learning is context driven, and idiosyncratic to the student, the site, and the program, then we need data and an analysis that focuses on the details of the people and the process" (Shumer, 2000, p. 79). Stories and anecdotes illustrated the uniqueness of each institution yet distinguished factors that

were common to all campuses, thus enabling an understanding of the activities and decisions that contribute to sustained service-learning.

Site Selection

Campus Compact member institutions in the New England region represent the pool of higher education organizations from which the sites for the study were identified. Campus Compact is a national member organization of college and university presidents whose focus in organizing was to demonstrate their commitment to educational processes for developing civically engaged students. Campus Compact campuses were appropriate for the sample because they represent the values of civic engagement and advocate experiential pedagogies such as service-learning to connect academic classrooms to the broader social, economic, and political issues that service-learning seeks to address. Since Campus Compact's membership is comprised of presidents of higher education organizations, it could be assumed that there is some degree of senior administrative commitment to service-learning.

Identification of Potential Sites

Identification of potential sites for the study was comprised of two steps. In the first step, institutions of the following types were eliminated from the pool of 154 total Campus Compact member institutions in New England: community colleges, two-year associates colleges, technical and specialized schools, and proprietary institutions. Elimination of those categories of institution was facilitated through meetings with the

Campus Compact Executive Directors, reducing the pool to 96 and meeting the first criterion for the sample: traditional four-year liberal arts colleges and four-year undergraduate colleges in larger university structures.

The second step was to identify from this group of 96 those campuses that met two additional criteria: characteristics of infrastructure including resources that are material, fiscal, and human that demonstrate on the part of the institution a commitment to support continuous and sustained service-learning; and an organizational structure that illustrates a relationship between offices for service-learning and the senior administration in either academic affairs, student affairs, or both. Meetings with the Executive Directors of the state Campus Compact offices provided information to identify institutions that met the three criteria, constituting the pool from which the three cases were identified for this study.

Site Selection Criteria

Institutional type

The category of four-year undergraduate institutions, the first criterion for site selection, was defined as either traditional liberal arts undergraduate schools or four-year undergraduate colleges in larger university organizations. Traditional four-year undergraduate institutions, where the literature (Cantor, 1995; Fuller & Haugabrook, 2003; Pollack, 1999; Stanton, 1991; Ward, 2003) indicates there is stronger emphasis on service-learning, became the first criterion. Four-year institutions excluded from consideration for site selection were those that fell into specialized categories due to the

unique nature of their programs and their organizational design. Those institutions included technical schools, military schools, seminaries, law and medical schools, culinary institutes, and proprietary institutions. Institutions eligible for selection represented public and private non-profit organizations serving residential and commuter populations, spanning rural, urban, and suburban locations.

In addition, the following information clarified the factors considered to reduce the pool of 154 campuses to the initial sample of 96: campuses that serve primarily adult learners, do not have residential populations of any significance, and are not defined as traditional undergraduate institutions; institutions that accept academically exceptional students beginning at age fifteen, thereby not meeting the criterion to serve *traditional* undergraduates, which is generally defined to be between the ages of eighteen and twenty-two; and institutions that are described as business or professional schools and are not defined as traditional liberal arts institutions. Institutions with less than one hundred students, inactive Campus Compact members at the time of the study, institutions retaining membership but considered to be in a period of transition due to changes in their institutional leadership, loss of contact personnel and/or unclear connections to Campus Compact, and members of less than one year were eliminated from consideration. Institutions that were considered included former Campus Compact members that had dropped their membership for a period of time and renewed; institutions that, while considered specialized, are also defined as liberal arts colleges with programs for traditional-age undergraduates; and institutions that state directors felt

strongly should be considered due to the interesting work these organizations were doing. This process resulted in the identification of 96 campuses.

Infrastructure

These characteristics provide data about institutional investment in service-learning and indicate the level of commitment on the part of the organization to support sustained service-learning. Infrastructure factors include an office for service-learning/community service, a paid director, paid staff, and a budget line for operations. These infrastructure factors were broken down into sub-criteria to rank order institutions for participation in the study:

- Office uses (i.e. community service, service-learning, and community-based learning program, and co-curricular community-based initiatives);
- Named, physical space that demonstrates public identity in the institution and houses support structures for activities and resources;
- Length of time the office has existed (i.e. newly organized or long standing offices, without favoring one or the other but considering the influence of time on institutionalization);
- Reporting structure within the office (for the director and staff positions);
- Office structure that demonstrates its function in the institution;
- Evidence of institutional commitment through hard monies/budget lines to support service infrastructure and initiatives; and

- Consideration of additional funding secured through institutional grants, Campus Compact Learn and Serve grants, state Campus Compact mini-grants; and endowments, alumni, and other private funding.

The criteria identified are considered indicators of institutions that are committed to service-learning. However, it should not be assumed that the necessary elements of infrastructure are limited by those identified for the study. The study verified their particular significance but introduced others that are important to institutional efforts to institutionalize service-learning.

Organizational reporting structure

This criterion examines reporting structures for the service-learning office/director, and the roles and responsibilities within institutions to identify and recognize the separate functions of academic affairs and student affairs. Initially, institutions in the sample were to be identified by one of three reporting structures: reporting to student affairs, reporting to academic affairs, and a joint reporting structure (Appendix B). Based on knowledge about the variability of service programs and the unique connections that potentially exist between academic affairs and student affairs, it was important to look at more than one type of reporting structure.

Each model implies a degree of relationship between divisions yet raises the question of how collaboration is motivated when a direct relationship does not exist and at what points of intersection there might be a relationship between faculty and student affairs staff. Reporting structure as a criterion required that two organizational features be determined: 1) where student affairs is located structurally and relationally to academic

affairs and where the service-learning office fits within that relationship, and 2) what processes motivate collaboration between those divisions to move service-learning towards sustained integration in the institution.

A fourth structure was a hybrid model in which deans of colleges and deans of students each report to the chief academic officer with the office for service-learning reporting *indirectly* to the chief academic officer through the division of student affairs. Although the hybrid model was excluded for consideration in this study, this reporting structure represents another structural option for organizing service-learning on campus.

Collecting Campus Information for Site Selection

The initial selection of 96 campuses was comprised of New England Campus Compact member institutions that met the first criterion: four-year traditional undergraduate campuses or four-year colleges within larger university structures. Campus Compact member institutions were identified from each state's web site and later confirmed with the Campus Compact Executive Directors in the state offices.

The first step in the process was to meet with the Executive Directors in the state offices to gather information about their member institutions with respect to the second and third criteria: infrastructure characteristics and reporting structure. The following section details the information uncovered in this preliminary gathering of information about Campus Compact institutions in the region. The data highlight distinguishing factors among institutions relative to 1) infrastructure characteristics identified for purposes of the study, including offices, centers, or alternative structures to coordinate

service initiatives; types of initiatives including community service, service-learning, community-based learning programs, and community-university partnerships; and institutional supports and alternative funding streams including gifts, grants, and endowments; 2) reporting structures indicating the organizational hierarchy and lines to the senior administration; and 3) the locus of and responsibility for service initiatives within institutions, whether in student affairs or academic affairs of both.

With each state director, the researcher worked through the list of member campuses to understand and gather information about 1) the units and physical identities in institutions that support service initiatives, including offices, centers, or other structural units that are financed with either hard monies from the organization or with external funding; 2) the number of years each institution has had formalized and coordinated service initiatives; 3) staffing including paid director(s) that are either administrative positions or faculty appointments, assistant/associate director(s) and administrative staff, the role and use of AmeriCorps VISTAS, work study students, and student employees, and the ways in which faculty are utilized within these structures to initiate, support, and sustain service-learning; 4) the types of service in which institutions are engaged, including academic programs connected to the curriculum and student led programs through the division of student affairs (e.g. community service, service-learning, community-university partnerships, community-based learning, and volunteer programs); and 5) funding streams including institutional (hard) monies that evidence dedicated budget lines to support service initiatives, grants including Learn and Serve America

grants and Campus Compact mini-grants, Community Outreach Partnership Center (COPC) grants, private endowments, scholarships, and other forms of private funding.

In a few cases, the state Campus Compact directors indicated no physical space for an office and no concrete identifiers for service programs and/or initiatives at a particular campus, yet they acknowledged that service was supported, promoted, and provided for within those institutions. In the rank ordering of institutions based on infrastructure factors, however, the organizations with the least depth of infrastructure, including institutions without an office or identifiable space dedicated to service-learning initiatives, were eliminated.

Analyzing the third criterion, reporting structure, the primary reporting mechanism for service-learning programs fell predominately into academic affairs, with only a few exceptions. In discussions with the Executive Directors, it became clear that the joint reporting model and the student affairs reporting model could not be readily identified among the eligible institutions. It became clear that there were few choices among reporting structures that did not directly interface with academic affairs. Intentional connections with student affairs were present at many of these institutions but in less obvious and less formal ways.

Selecting Sites

The eligible institutions were categorized by the strength of infrastructure factors (criterion II) and reporting structures (criterion III) through a process referred to as institutional reviews. I conducted four institutional reviews to identify sites for selection.

Appendix C summarizes the factors utilized in institutional reviews one and two, which reduced the eligible institutions from 96 to 36 campuses. The structures that enhanced the identities of service-learning offices, that supported both community service and service-learning, and that facilitated faculty and academic administrator leadership to advance service-learning were considered in these institutional reviews.

The third institutional review examined in more detail the 36 campus' websites to gain greater specificity of information about the type and scope of their service initiatives, a process that provided additional information about the structural connections between divisions and the service activities found at those campuses. Email was used to initially make contact with service-learning directors and their staff to gather more specific information, followed by telephone appointments with those who responded. Campuses that did not respond after three attempts were eliminated from the site selection process. To prepare for the telephone appointments, a set of questions was developed to shape discussions about reporting hierarchy and linkages between academic affairs and student affairs. This process reduced the eligible sites to 18 campuses. The telephone protocol is found in Appendix D.

Following telephone discussions and another close review of aggregate information, twelve more institutions were eliminated reducing the eligible sites to six. The key factors that influenced this fourth review of institutions involved 1) a closer review of campus websites with an eye for specific information related to service-learning structures and reporting channels, and 2) detailed telephone conversations with individuals from Campus Compact offices and from campuses that throughout the site

selection process had been strong contenders for participation in the study. The twelve institutions that were eliminated included one campus whose service programs are now predominately structured through a new educational focus, moving it from a traditional undergraduate model into a specialized graduate model; institutions that focus on student-led programs for volunteering and those identified more closely with student teacher placements rather than course-related academic design that cuts across a broader spectrum of the curriculum; and faith-based institutions whose service programs are shaped primarily through campus ministries and are clearly distanced from the academic structure of service-learning as it is defined for this study.

The remaining six eligible campuses contain separate offices for community service, volunteer initiatives, service-learning, and community-university partnerships. The six institutions span urban, suburban, and rural locations with varying characteristics. Ferreting out the nuances of reporting structure was a complex process due to the specific nature of initiatives that are particular to each institution, the historic contexts within which service programs were initially developed and have evolved, the role of funding to support initiatives, and institutional leadership that influenced the growth of service-learning. The six campuses in this final sample were rank ordered, with those that ranked in the top three consulted for participation in the study. Service-learning units at these three campuses each report to academic affairs but not in identical ways. Service-learning relationships to student affairs are also particular to each campus, reflecting different approaches to cooperation and collaborative work in the organization. Of the six campuses that emerged from the fourth review of institutions, the three that were

approached for participation in the study are Beaver Bridge College, Brighton Falls University, and Cresthaven College (pseudonyms).

Summary of the Site Selection Process

Before moving into a discussion of the selected sites for the study, it is important to understand the intricate site selection process to identify the three campuses for the study. This section of the chapter details that process, using the factors of each criterion to identify the research sites.

The meetings with the state Executive Directors of Campus Compact were an interim step in the process to rank order institutions and identify three campuses that met the study criteria. The process revealed more specific information about campuses and helped to more fully understand the variable and complex nature of institutions, which is featured prominently in the higher education organizational literature (Birnbaum, 1988; Blau, 1994; Fincher, 1982; Parsons, 1971; Perrow, 1986; Santos et al., 1998). It is fair to say that no two institutions are identical in their approach to coordinating service initiatives. Some organizations are more concrete in their financial commitments than others, which are demonstrated by physical space to house an office and budget lines for a paid director and/or administrative staff. Other campuses have initiatives with more fragmented structures, lacking not only a physical identity and location but also any type of coordination of service activities within the institution.

Criterion I: Liberal Arts Institutions

The meetings with the Campus Compact Executive Directors helped to distinguish and eliminate campuses that were not purely traditional four-year liberal arts institutions, reducing the initial pool from 154 to 96. The primary factors that influenced the narrowing of the initial pool included eliminating those institutions that serve primarily adult learners, do not have residential or full time populations to any significant degree, are not defined as traditional undergraduate campuses (i.e. eighteen to twenty-two year olds), or are specialized institutions such as business or professional schools. During conversations with the Executive Directors, a point of inquiry was how institutions are classified with respect to their geographic description: urban, rural, or suburban. In many cases, it was easy to identify the classification. In others, it was not as clear. They were not always sure how to answer this question based on 1) the types of service that institutions provide to the communities they serve, 2) the geographic area(s) in which campuses are located and the influence geography has on the types of service needed in communities, and 3) the general characteristics of the student body and from where they originate. To fully understand each of the cases in the study, geographic location is an important defining characteristic of the institutional environment and enables a better understanding of the unique characteristics of each campus, including academic goals, the faculty drawn to work at the institution, the students who choose to enroll, and the types of service work the organization initiates and supports. The geographic identifier also helps to inform what is known about the institution's connections to the socio-economic and political contexts that influence campus life from external points.

Criterion II: Factors of Infrastructure

In most cases, the Executive Directors were knowledgeable about issues affecting service-learning infrastructure on their member campuses. They revealed the complexity of design and differences in institutional characteristics that separated one campus from another. Five factors of infrastructure shaped this part of the discussion: 1) the existence of an office or physical identity associated with service-learning; 2) the number of years each campus has had formal and coordinated service initiatives; 3) whether there are paid staff and a budget line for a director and staff to determine the degree of institutional commitment with hard monies to support an office infrastructure; and whether faculty are formally connected to the office and in what way(s); 4) types of programs such as service-learning, community service, community-based learning, volunteer programs, and structured community partnerships and how they are defined; the existence of internal collaborative ventures that could include institutional initiatives driven from the president's office, offices for public or community affairs, or coordinated programs within or among student-focused divisions with intentional linkages to other units of the organization; and 5) evidence of funding streams (institutional funds, grant monies, and private endowments). The five factors of infrastructure verified highly differentiated structures at each institution, making decisions about inclusion in the sample complex but pointing in important directions to potential sites for the study.

The lack of certain elements of infrastructure does not assume that service is not promoted and engaged in. In some instances, institutions that had engaged in service over a long period ranked lower due to a fragmented structure and lack of coordination, with

minimum evidence of a unified direction or support from the leadership of the organization. On the other hand, institutions with newly structured service-learning programs, innovative approaches to community service through partnerships, and a community learning focus on the campus ranked higher, at least at this level of information gathering. Evidence of strong institutional commitment, depth of infrastructure to support programs and offices, a high degree of faculty involvement, and committed revenue streams combining institutional hard monies with gifts, endowments, grants, and other private funding pointed in the direction of sustained and potentially institutionalized programs.

Evaluating the infrastructure criteria, sources of funding became a critical consideration. One of the initial assumptions in designing the study was to eliminate campuses where endowed structures were critical for implementation and sustainability of service-learning. However, the more that was learned about individual campus infrastructure, the more it was apparent that endowments and restricted monies are frequently critical to advance service programs on campuses.

Criterion III: Reporting Structure

The site selection criteria were initially shaped by an assumption that there would be three different types of reporting models (Appendix B): reporting to academic affairs, reporting to student affairs, and a joint model in which the community service director reports to both the chief academic officer (provost or academic vice president) and the chief student affairs officer (dean or student affairs vice president). A fourth model

comprises a hybrid reporting structure in which the deans of colleges and the dean of students each report to the chief academic officer with the office for service-learning reporting to the chief academic officer indirectly through the chief student affairs officer. It was assumed that to identify institutions with the joint reporting model or even an alternative hybrid model would be difficult given early indicators that curricular-based service programs are directed primarily through academic channels. Further into the site selection process, it appeared that three different reporting models did not reflect the reporting hierarchy for service-learning programs in the eligible institutions. Rather, it was the academic affairs reporting model that was representative of the institutions eligible for the study.

Many institutions integrate service-learning into the academic curriculum, promote volunteer programs that are housed in various parts of the campus (e.g. campus ministry, student-led clubs and organizations, residence hall programs), and develop community service initiatives with *intentional* efforts to bridge divisions of academic affairs and student affairs to implement such programs. Intentional bridging between divisions can be initiated through relationships developed over a period of time, informal collaboration, or directed through formal reporting structures.

Analysis of the site selection data, particularly in the early institutional reviews (Appendix C), made it clear that formal reporting structures only partially reveal the non-linear reporting relationships and irregular structural permutations associated with multiple types of service activities. No one institution had the same structure, the same reporting hierarchy, or the same approach to the development and support of service-

learning infrastructure. The institutions that ranked high in the site selection criteria emphasized the importance of centralized structures to provide housing or a pathway for engagement in multiple types of service initiatives – focusing on the enrichment of opportunities for students that expanded dimensions of campus and community life. However, this does not necessarily mean collaboration between academic affairs and student affairs, because it also appeared that most initiatives that integrate academic requirements and are credit-bearing begin and end with academic affairs, with the reporting line to either the academic dean of the college or to the chief academic officer/vice president level. And despite the impression that close connections exist between those divisions, collaboration as defined in this study could not be assumed.

The third institutional review reduced the number of eligible institutions to 18. For this part of the process, institutions that ranked at the top of the list by meeting the infrastructure criterion and at least one model of the reporting structure criterion were contacted. Seven more campuses were eliminated given unstable infrastructures or narrowly-defined perspectives on service-learning. Five more were removed from the list after at least three attempts to contact service-learning directors and their staff using email and telephone received no response. This left six campuses, which were rank ordered to determine the institutions that would be included in continued dialogue to confirm their appropriateness for the study. The top three campuses on the list were approached, understanding that if these campuses did not prove to fully meet the criteria, or were not interested or willing to participate, the remaining three campuses would be contacted to identify sites for the study.

Revision of Criterion III: Reporting Structure

During the site selection process, it was recognized that criterion III to identify research sites would need revision. The original premise was that three different reporting structures would be reflected among the selected sites to differentiate three alternative structural avenues of the service-learning office to achieve institutionalization. Three reporting structures would also provide the ability to compare differences in reporting structures and considerations of collaboration among the sites selected. This premise, however, proved to be inaccurate. Working through each institutional review, particularly as the number of eligible sites became smaller, criterion III was clarified to reflect the locus of service-learning operations in each of the sites considered for the study. In the three organizations selected for the project, the service-learning office is seated in academic affairs with the service-learning director reporting directly to the senior academic administrator or, reporting indirectly, through a program director. Note that in some sites, the senior academic administrator is the provost and, at other sites, is the academic dean.

Case Institutions for the Study

This section briefly describes the three campuses identified for the study, and the initial contacts made to determine support to conduct research. Preliminary conversations were held to ensure that each campus met the criteria established for the study.

Beaver Bridge College is an undergraduate liberal arts institution that also provides graduate education in certain professional areas. Beaver Bridge College has an

interesting history institutionally and a unique connection between student affairs and academic affairs. It is a campus that seems at the outset to have thoughtfully created linkages between student affairs and academic affairs, although it is not clear about the degree of collaboration that may exist between divisions. The director of the service-learning office has a long history working with students in the community and has been instrumental in the development of this office to support academic service-learning and extended community-based programs. In the process of gathering information to identify campuses for the study, two of the three members of the leadership of the centralized office for service-learning were contacted for a telephone information meeting. Through those conversations with both the director of service-learning and the assistant director of community programs, important information was gained about the history and infrastructure of the office, funding resources, and reporting hierarchy in the organization.

At Brighton Falls University, the contact is the faculty director of the service-learning office who is deeply involved in service-learning and community-based scholarship. He provided a general history and overview of how service initiatives had evolved on the campus, confirming information from the state Campus Compact Office that this campus has a strong history and commitment to service and that a seamless and intentional approach for service programs prevails. The Brighton Falls website provided information about a well-developed service infrastructure in the college.

It was recommended that the associate director of the office be contacted. She provided a link on the university website to a virtual location for information about all of

the units in the institution that are connected to service initiatives, designating the structural relationships that exist between these units and to some extent the reporting lines to senior administration. The chart provided a head start to understanding the structural dimensions of service on the campus, the reporting hierarchy for service initiatives, and potential areas of collaboration. The infrastructure of the service-learning office is deep and pervasive, providing the campus with the resources to build and grow not only strong academic service programs but also extended opportunities to strengthen its relationships with community partners, develop student leadership initiatives, and support community-based research and faculty scholarship in relation to student learning.

Cresthaven College is a Catholic liberal arts institution with a centralized office to support credit-bearing learning in the community. Before contacting the director of the service-learning office, detailed information from this campus' website was examined including service initiatives and service-learning in the institution, its history as an organization, and demographics about its students. Based on the organization's service mission, historic volunteer programs, community partnering, and the development of an office to focus on a community service-learning initiative, the director was contacted to gain a better understanding of the infrastructure of the office, the academic connections of the office to faculty, and the reporting structure of the office to senior administration. It was a fruitful contact with an invitation to include Cresthaven in the study. This institution represented a unique opportunity that, added to two already differentiated institutions, would allow for a diversified study providing rich data, alternative perspectives about organizational structure, interesting connections between the areas of

student life and the faculty and, because of its Catholic roots, the intersection of a service mission and campus ministry with the academic work of the organization.

With three campuses as willing participants for the study, the next step was final approval from the University of Massachusetts Boston's Institutional Review Board. Documents were needed from each of the participating institutions indicating their approval to conduct research using human subjects prior to receiving final approval from the University of Massachusetts Boston. For approvals at all sites, informed consent forms, interview protocols, and samples of email and telephone communication to be used to solicit participants for interviews were submitted.

Data Collection

Yin (2003) identifies three principles that provide a structure for maximizing evidence in case study: multiple sources of evidence, development of a case study database, and maintenance of a chain of evidence. For this study, multiple sources of evidence included analysis of institutional documents and organizational materials, interviews with institutional members who are relevant to the study (faculty, professional staff, deans/department chairs, senior leaders), and observation of the general campus environment.

Analysis of Institutional Documents

Institutional records provided understanding about the organization's structural characteristics, its institutional development, and its patterns of growth and change;

mission statements provided an understanding of the values that drive the organization philosophically and its relationships to the broader community; documents about past and ongoing campus activities and events highlighted its cultural traditions, with new initiatives indicative of attitudes about and movement toward change; organizational charts illustrated current roles and reporting relationships and emphasized certain structural characteristics; and documents related to the academic curriculum demonstrated the depth to which service-learning is integrated into academic work. The organizations' websites provided important information about the institutional commitment to service. In addition, documents linked to the offices for service-learning such as mission statements and definitions of service-learning informed this project by providing a clear understanding of the structure of service-learning and the roots of each initiative to support their momentum and sustainability.

Interviews

Kvale (1996) emphasizes that the research interview is a professional conversation between unequal partners that is shaped with a structure and purpose. Conducted with a carefully crafted protocol, it is an "inter-change of views between two persons conversing about a theme or mutual interest" (p. 14). Interviews were the primary method for collecting information from participants including senior academic leaders, academic deans, department chairs, individual faculty engaged in service-learning, student affairs professional staff, and service-learning directors and office staff. Forty-two interviews were conducted for the study: 11 interviews at Beaver Bridge, 20

interviews at Brighton Falls, and 11 interviews at Cresthaven. The directors of the service-learning offices were identified by accessing campus web sites and through direct contact with the Campus Compact state directors. Relevant senior administrators, faculty, and other individuals considered to be important to service-learning at each campus were recommended by the directors of the service-learning offices. However, during interviews, additional individuals were recommended for contact, expanding the scope of perspectives available during data collection. The number of interviews conducted at each site and the role/position of each participant are specific to each campus, reflecting organizational infrastructure, the structure and staffing of service-learning offices, reporting hierarchy, and campus size.

Interview protocols were customized by the role/position of each participant. The interview questions focused on domains of collaboration in higher education organizations, and examined structural, contextual, and relational attributes. These areas informed the interview protocol and provided a framework to analyze the degree to which service-learning is sustained and institutionalized on each of the campuses in the study (Sample Interview Protocol, Appendix E).

Most interviews took place in participants' offices. In a few cases, telephone interviews were conducted to facilitate participants' schedules. Most individuals who were contacted responded favorably. All interviews, including telephone interviews, were taped. Participants were asked to sign an informed consent form and were provided a copy for their records. Following the interviews, all tapes were transcribed, using telephone and email contact to clarify questions that arose during transcriptions.

Observation

Observations took place during multiple site visits made to each campus to conduct interviews and collect documents. These site visits also allowed direct observation of the environmental conditions that Yin (2003) indicates are a critical source of evidence in case study research. Time at each campus and being present in its physical space enabled observation of manifestations of change that are evidenced by historic structures and new building initiatives, contextual factors of the external communities in which the campus is located, and cultural features about campus life that provided opportunities to view distinguishing characteristics of each institution, including faculty and administrative offices, the service-learning office, and campus buildings such as student centers, residence and dining halls, and classrooms.

It was critical to establish the steps in the process that are essential to institutionalize service-learning. Part of the discovery process was to determine which factors influenced this process and to what degree, how collaboration fits into the question of structure and relationships, and what conditions impede or promote institutionalization. Interpreting the data involved understanding the factors in relation to each campus and the organizational circumstances that influenced implementation and sustainability of service-learning in each of these institutions.

As evidence was collected, the data were coded first by role/position on each campus, and second by category of information. To maximize the evidence and ensure reliability, a chain of evidence was established to trace the steps either from initial

questions to final conclusions, or from conclusions back to the initial questions (Yin, 2003).

Data Analysis: Theory, Validity, and Reliability

Multiple sources of evidence were used to analyze the data from the perspective of institutional theory, which highlights cultural differences on decision-making and formal structures in the organization yet acknowledges that “cultural constraints do not completely determine human action” (Barley & Tolbert, 1997, p. 94). The theory suggests that institutions set boundaries that increase the probability of certain types of behavior. Once these types of behaviors become routinized and embedded in organizational structures, the behaviors become institutionalized.

Barbara Curry (1992) provides important insights into the institutionalization process, reminding us that “organizations are complex social structures in which individuals and groups are engaged in dynamic interactions influenced by interrelated events” (p. 2). Curry focuses on institutionalization as a process that is interdependent with change, a process that occurs in incremental steps, stages, or degrees, and takes shape in different ways in different types of organizations. Curry identifies three conditions necessary for institutionalization to occur: structural, behavioral, and cultural integration. Curry’s work provides an important design concept for this study, particularly for developing the protocol to explore the six variables identified in the subsidiary research questions.

It was essential to organize evidence in a manner that was clear and to begin to work with the data as soon as they were collected. It was expected that a large percentage of the data would be in the form of stories and anecdotal experiences accessed through person-to-person interviews. This proved to be true as each participant, whether faculty, senior administrator, student affairs professional, or service-learning office staff, reflected on institutional history and their engagement in the organization's initiatives and the development and growth of service programs and its relationship to their particular work. Interview data were contextualized by a review of institutional documents and observation of the campus environment. Stake (1995) points out that "analysis is a matter of giving meaning to first impressions as well as to final compilations" (p. 71), so it was important to manage the collection and formatting of data in the early phase of collection in a way that could be easily understood when it became time to do the analysis. This was done by interpreting first impressions early in the process and by making notes related to each encounter, whether they were early telephone conversations, institutional documents and reports, or web-accessed information.

"Validity is seen as a strength of qualitative research" (Stake, 1995, p. 195); it is a value that assures quality and accuracy of findings and provides meaning for evaluating the data. Yin (2003) identifies four tests to assess quality in social science research: construct validity, internal validity, external validity, and reliability. For this study those four tests were utilized in the following ways. *Construct validity* provided three specific strategies for determining quality of findings that are applicable to this study: assessment of multiple sources of evidence (described in the previous section); establishment of a

chain of evidence to produce and illustrate a sequential process; and feedback from some of the individuals who were interviewed to assure accuracy and clarity of the data.

Internal validity included pattern matching of behaviors among participants to help identify and compare consistency between each of the three cases. Sequencing to track degrees of stability over time was an important factor for tracing incremental steps for establishing service-learning programs. However, it is important to point out that this study is not designed as a longitudinal study but one that integrates elements of time from an historical perspective.

External validity tests whether or not the results can be generalized to another case. Yin contends that this is difficult to do in case studies, but in situations of a multiple case study such as this one, if the results of two or more cases are similar, evidence of external validity is corroborated (Lee, 1999; Yin, 2003). What is more essential for case study, though, is what Stake (1995) refers to as particularization not generalization, with an emphasis on uniqueness. What is essential is "...emphasis...on understanding the case itself" (p. 8) and acknowledging that for this study each campus was treated independently of the others, and that each must be recognized for its individuality.

The fourth test, *reliability*, helps to determine whether a case study procedure can be repeated. The goal of reliability is to minimize errors and bias by writing a precise protocol with "... a set of specific procedures and general principles laid out for the study" (Lee, 1999, p. 157). The study analyzed various processes for integrating and sustaining service-learning in three institutions with the procedures for the study designed to be replicated for each case. However, interview protocols were customized for the

individuals interviewed, which were not identical across the research sites. Differences in responsibilities and experience prevented the use of identical protocols but the general structure of each encounter and campus visit were consistent.

Stake (1995) specifies eight primary strategies for assessing the accuracy of qualitative research findings. Three of those strategies were implemented to assess validity of the data: triangulation of different sources of information; rich, thick description generated from multiple sources of data; and clarification of researcher bias through self-reflection. In addition, time in the field, an important method for contextualizing the organizational setting, contributed to the analysis and the assessment of the quality of the data.

Researcher Role

The role of researcher in this study was primarily that of interpreter, with the goal to understand behaviors of participants and characteristics of the organization's structure and its cultural environment. This role required the development of new interpretations and knowledge about the research problem (Stake, 1995). It was possible to observe, analyze, and construct a clear understanding of the elements that contribute to institutionalizing service-learning, including both common and distinct characteristics associated with the process on each campus. An important outcome was a descriptive narrative that includes aspects of institutional and community environments, the people associated with each organization, internal decision methods to motivate collaboration,

and events and activities that extend beyond each campus into the local community to support the infrastructure necessary for institutionalization to occur.

Professional experience at the secondary school level and a currently held multifaceted administrative role with faculty responsibilities in higher education contributed to the researcher's perspectives about academic administration, faculty work, and collaborative practices between student affairs and faculty. The understanding and interpretation of the literature, and personal and professional experiences in the field of service-learning contributed to the researcher's interpretation of the data about institutionalizing service-learning in higher education.

The data are presented in the following two chapters, with chapter four structured to tell the stories of service on the three campuses, including their respective histories, development of service-learning infrastructure, and staffing of service-learning offices. Chapter five presents the data through themes identified in the research questions and subtopics that emerged from the data.

CHAPTER 4

THE CAMPUS NARRATIVES

This chapter describes the three research sites and includes a brief overview of their individual and unique histories to build service programs and create mechanisms to implement and support service-learning. The data presented in this chapter are confined to tracing the history and pathways of the three institutions in their journeys to develop an infrastructure to support service-learning. The identities of the three campuses are confidential to preserve the confidentiality of participants in the study, and are known only to the members of the dissertation committee. Multiple site visits were made to each campus to conduct a total of forty-two interviews. The visits to each campus provided an institutional context that enhanced understanding of their various service initiatives and yielded additional materials about their programs including dimensions of service, working documents, and service-learning syllabi that were available through the student affairs office, the service-learning office, and individual faculty participants. A layout of the infrastructure for each campus' office for service-learning and an organizational chart delineating the various positions within the office are presented.

The first site selection criterion for this study was based on institutional type and focused on liberal arts colleges or undergraduate programs in larger university structures. This study focuses on the institutionalization of undergraduate service-learning, although two of the campuses that participated in the study are engaged at some level in graduate service-learning. This chapter will not address to any great degree the work being done in the area of graduate service-learning unless it has relevance to the infrastructure or reporting lines of the office that supports work with undergraduate students. It must also be acknowledged that each institution has engaged in service-learning from a different entry point, with individual campus definition(s) in both concept and application.

At the three research sites, multiple types of service programs including academic service-learning are present. Based on campus history and the particular process for implementing service-learning into the curriculum, each site has developed its own language to distinguish the meaning and value of service-learning to the organization. Terms like service-learning, community-based learning, community-university partnerships, academic service programs and others are references for the various types of service-learning programs, offices or centers that have been developed at each institution. For purposes of the dissertation and to protect the confidentiality of the campuses that participated in the study, the Office for Service-learning and Community Service Partnerships (OSLCSP) is the title that will be used throughout the remainder of this work to designate the centralized office or unit that organizes and coordinates service-learning at each of the research sites.

To clarify the use of language in the following sections, the term academic affairs is used as an umbrella term to include faculty and their work as well as the academic administration, which includes the chief academic officer, academic deans, and department chairs. The terms chief academic officer, provost, and academic vice president are used interchangeably. Student affairs refers to the division that oversees student and campus life and is led by either a vice president of academic affairs or the dean of students. Many departments, with different but related responsibilities, comprise this division including student life, residential living, and academic support services (i.e. counseling, disability services, and tutoring centers). See Figure 1, presented in Chapter one, which illustrates related functions and activities generally associated with the two divisions.

Beaver Bridge College

This liberal arts institution is located in an urban-suburban location. It provides its undergraduates with broad choices in the liberal arts and options for pre-professional experience. This small university has a rich academic and social history with a particular focus on experiential and independent learning to prepare students for work in its many dimensions in the community. As an undergraduate institution it integrates pre-professional programs with the liberal arts to provide interdisciplinary intellectual exploration and connections to the community through its focus on experiential learning. Internships, field work, independent studies, and service-learning represent opportunities for students to explore the connections between their academic work and professional

goals. Reflecting the values of individuality and diversity, the mission of this institution provides students with an educational experience that extends beyond the scope of the traditional teaching domain of the campus outward into the community at large. “[Beaver Bridge]...looks at community and putting our students out into the world in two ways...one is this notion that is tied to our mission that educates our students for a livelihood...the other way that we think about service is about helping the downtrodden, which I think is more clearly aligned with the notion of community service, that people are needy in some way and [our] students will augment...by going into settings where the need is greatest and trying to fulfill that need...” (Faculty, Personal Communication, May 30, 2007).

At Beaver Bridge, service-learning is defined using a nationally recognized Campus Compact definition, that is, a teaching method that combines community service with academic instruction and focuses on critical thinking, reflection, and civic responsibility. For Beaver Bridge College, service-learning is understood and integrated into the curriculum programmatically, involving students in community service that is organized to address local needs. Students develop their academic skills, sense of responsibility, and commitment to the community in experiences that are coordinated in the curriculum. Within this definition, the college supports hundreds of students each year, helping them learn and grow through their service-learning experiences. Guided reflection using journals, readings, discussions, and presentations are integrated into course structure and in venues organized by the OSLCSP to provide students with ways to connect their experiences in the community to their academic course work. This begins

as early as the first year in a required full year course. However, to understand its much broader conceptual origins in the institution, one must learn the culture of service that the college and its service-learning office stand for, and the methods the organization has adopted to integrate service-learning into the campus environment.

History

The history of service-learning at Beaver Bridge has its roots in a community service program developed several decades ago by a core member of the faculty who wanted to engage his students with the community. This faculty member had come to Beaver Bridge with prior experience coordinating community service programs for college students. He saw this as a way for students to connect their education with real work in the community, believing this to be an essential part of their education and an important and effective way to understand the issues that are central to communities and neighborhoods. He also saw very early on, before service-learning became understood as a mainstream pedagogy, that connecting his teaching and work with students with community work was an effective way to instill in his students the concepts and theoretical foundations of his discipline. Shortly after his arrival he approached the President of the college about exploring the expansion of the college's relationship to the community by setting up a partnership program with social service and educational agencies in a particular neighborhood of the city, Raven Hills. That was a time of great racial unrest in cities in the Northeast and was an important consideration to connect the

college to the larger community. That program continues as part of a broadened community service and volunteer effort of the college.

About fifteen years after its inception, the program began to grow beyond its original design and the neighborhood in which it was located. The faculty member, who was also the chairperson of the sociology department at that time, was asked by the President to chair a committee to look into the feasibility of developing a city-wide community service program. Upon deliberation the committee recommended that a formal organization be created that would be student-run but with a faculty advisor, not unlike the structure of a club or student organization. Developed to engage students in meaningful experiences in the local community through organized volunteerism, Students for Service to the Community (SSC) maintained its ties with Raven Hills while expanding its work with other neighborhoods and community agencies in the city. Activities ranged from after school projects with public school children, programs with the elderly, mentoring community groups, health and human service programs, and initiatives in the arts and cultural organizations. The faculty member was named the advisor to the organization and continues in this role today. Since student clubs and organizations historically are housed in the Division of Student Life, this program is also located in Student Life but is closely linked to the OSLCSP by its connections to service sites and through the organization's faculty advisor who is also the Director of the OSLCSP.

During the period of the 1990s, service-learning nationally became a mainstream way of thinking about connecting community service and educational outcomes in higher

education; it was recognized as a pedagogy that utilized experience to meet learning outcomes yet focused not only on the student but also on individuals and organizations in the community in reciprocal relationships. At Beaver Bridge faculty had been engaged informally in ways that connected their classrooms with community work for a long time. “In thinking about it, the field of service-learning has emerged over the last 20-25 years. But faculty [at Beaver Bridge] have been doing this for a long time; it wasn’t named and now it has a name” (Director, OSLCSP, January 12, 2007). The culture of the organization with its emphasis on field-based and independent learning and the mix of the liberal arts and professional programs provided a connection for students to work in the community. And, many were doing their academic work in non-profit and community-based agencies. However, there was no coordination between the sites and the college; there were no structured guidelines for students; and there were no consistent methods to support faculty who were engaging their students in curricular-based service-learning. This early form of service-learning at the college was done at the department level and, in many cases, by individual faculty who, although they believed in the value of this work and its integration into their teaching, were working independently of others.

The Service-learning Office

The genesis of the OSLCSP occurred a few years before the office was organized. Following the development of the state office of Campus Compact, in which the faculty member was involved, the college had an AmeriCorps VISTA who worked alongside him to provide outreach to a broader constituent group of faculty to learn about and

become trained in service-learning pedagogy. With the help of a Campus Compact grant to provide training for Beaver Bridge faculty as well as faculty colleagues in nearby institutions, the first benchmark for coordinating service-learning was achieved. This provided a mechanism to organize service-learning in the college and became the stepping stone to a centralized office for service-learning and community service programs when the opportunity arose a few years later in 2000. At that time, Beaver Bridge had one faculty member whose commitment and passion for community work had created a momentum to formally organize service programs in the college, including a growing student-run volunteer organization and an increasing number of faculty who were interested in exploring opportunities to enrich their teaching through service-learning pedagogy. Faculty were also beginning to link their own community experience with their teaching, and service-learning began to appear in more disciplines in the college including one international opportunity for students that began as a non-credit cultural experience but has evolved into a credit-bearing course.

At the time that the student-run Students for Service to the Community was organized, the faculty member had identified ten goals that he wanted to achieve at the college. One of those goals was to have a named office or center that would provide needed resources to expand the college's service programs in the community, including the growing movement in service-learning. In 2000 an alumna gift found its way to Beaver Bridge to support community service programs and the service-learning initiative, thereby fulfilling the tenth goal. The gift was from a former student who had been introduced to community work while an undergraduate student at Beaver Bridge. She

remembered the faculty member and had even taken one of his classes. She had been involved in the original program in the Raven Hills neighborhood. The gift was to establish an office and to fund a full time professional staff person who would work with a faculty director to build and grow service programs in the college, particularly service-learning. The office was designed to promote and facilitate community service and service-learning for students, faculty and staff through the vast number of community partnerships that had grown over the period since the beginning of his tenure at the college and the inception of the student-run volunteer organization.

In the seven years since the gift was received, the office has grown from a faculty director with a full teaching load, one full time staff person, and work study support to the full time faculty director, two and one-half professional staff, two AmeriCorps VISTAs, graduate assistants, and the student president of the Students for Service to the Community who reports to the Director. The office has been reporting to the Dean of the College of Arts and Sciences (academic affairs) for six years but has close ties to the Division of Student Life through its connections to Students for Service to the Community, the overlap with community partnerships and service-learning sites, new student orientation activities that are located in the community, student clubs and organizations involved in service work, a student leadership program, and the first year experience, a required extended orientation program for freshmen that often integrates service experiences into its curriculum.

The details of the agreement to establish the OSLCSP involved limiting the gift to ensure that Beaver Bridge would eventually assume full financial responsibility for the

office that was being established. The gift stipulated a three-year term with a three-year renewal if the goals of the office were being met. However, before the end of the second year it was evident to the administration, the donor, and the Director that the office was fully meeting its goals. The gift was renewed and the agreement was reached with the college that each year over a period of five years there would be a diminished percentage from the gift and an increased percentage from the college. By the end of academic year 2007 the office would be fully funded by the college. As of July 2007, full responsibility passed to Beaver Bridge College. The budget line to fund the office is in the Dean of the College of Arts and Sciences' budget.

Independent of the gift to fund the office, an endowed community service scholarship, which is awarded to an incoming freshman, also came from this donor. In addition, endowed funds from alumni families are available to support educational programming and Alternative Spring Break. These small endowments help provide resources for special programs and projects, supporting the educational infrastructure of the office and its work. Soft money is available through Campus Compact grants, AmeriCorps Scholarships for Service, private charitable organizations, unrestricted alumni gifts, and philanthropic foundations. These funds are not necessarily consistent from year to year, but staff in the office help to write grant proposals to maintain this additional funding stream. According to the Director, these funds comprise a significant level of monetary resources that supplement the operating budget now provided by the college.

The physical details of the OSLCSP include a suite of offices with a reception area. Each staff person (except for the director, whose faculty office is located in another part of the campus), work study students, and AmeriCorps VISTAS have a private space in which to work. A conference room allows for meetings and space for planning, preparing and organizing materials to use in trainings, service fairs, and other activities. The office is located in a heavily trafficked area of the college and is visible to students, faculty and visitors alike. As the Director described it, "we finally had the physical space that was so very important to create an identity in the college; for years it was literally in boxes under my desk. This is truly a wonderful gift" (Personal Communication, January 12, 2007).

Staffing

At the time the office was organized in 2000 its initial staffing included one full time professional whose position was the Director of Service-learning and Associate Director of the office. She reported to the Director of the office. Her responsibility was to work with faculty and community partners to grow service-learning in the institution. In addition, this position also oversaw special programs like Alternative Spring Break. Shortly afterwards an Assistant Director was hired to provide the Director of Service-learning with support for the growing number of partnerships and community service programs in which the college was engaged. A half-time professional staff member was also hired to work with graduate faculty on service-learning and community service programming for graduate students. The funds for that position, however, did not come

from the gift to fund the office but rather from the President's discretionary funds. Now, however, that budget line is embedded in the Dean's budget for the office.

In its expansion during the past seven years, the office has grown to include two AmeriCorps VISTAS and several graduate assistants that support the part-time graduate service-learning position. The office was restructured in 2006, renaming position titles and revising staff responsibilities based on the current work of the office and the changing dimensions of service-learning in the college. As of this writing, the staff position descriptions are being reviewed to accommodate changes to roles and the expanded parameters of the work being done by the office. The Director, a full time faculty member, has a full teaching load while overseeing office operations, budget development, and performance evaluations. He receives the option of two course releases each year to oversee the office. He reports to the Dean of the College of Arts and Sciences. The three staff positions include the Associate Director for Undergraduate Service-learning, the Associate Director for Civic Engagement (which includes oversight for after school and community service programs and a community mentoring program), and the part-time Associate Director for Graduate Service-learning and Civic Engagement.

A new line for a faculty fellow was added to the office, effective fall 2007. This position is filled by a faculty member who is selected by the Director and the staff of the office but requires the Dean's approval. Compensation is one course release each academic year with 10 hours per week dedicated to the office. The position will rotate with a new faculty fellow being selected each year. The Service-learning Faculty Fellow

will provide an additional resource to support faculty in service-learning pedagogy and will work on special projects to advance the work of the office. Funding for the position is from the Dean's office. In addition to the staff noted above, the Federal Work Study Program provides the office with administrative and project support.

The resources embedded in the design of the office (Figure 3) support the college on many different levels. Co-curricular service includes programs such as America Reads and America Counts, after school programs with public elementary schools, community agencies that work with adolescent young women, and community mentoring programs for children. Additionally, the office oversees the organization and coordination of Alternative Spring Break and the Federal Work Study Program for students who qualify and are engaged in community service. The office is closely connected to student leadership programs overseen by the Division of Student Life. The office provides training for students involved in any aspect of service in the community and oversees the college's partnerships with more than 40 programs and organizations in the local community.

For faculty, the office and its staff provide a broad array of services to support faculty in service-learning. These resources include:

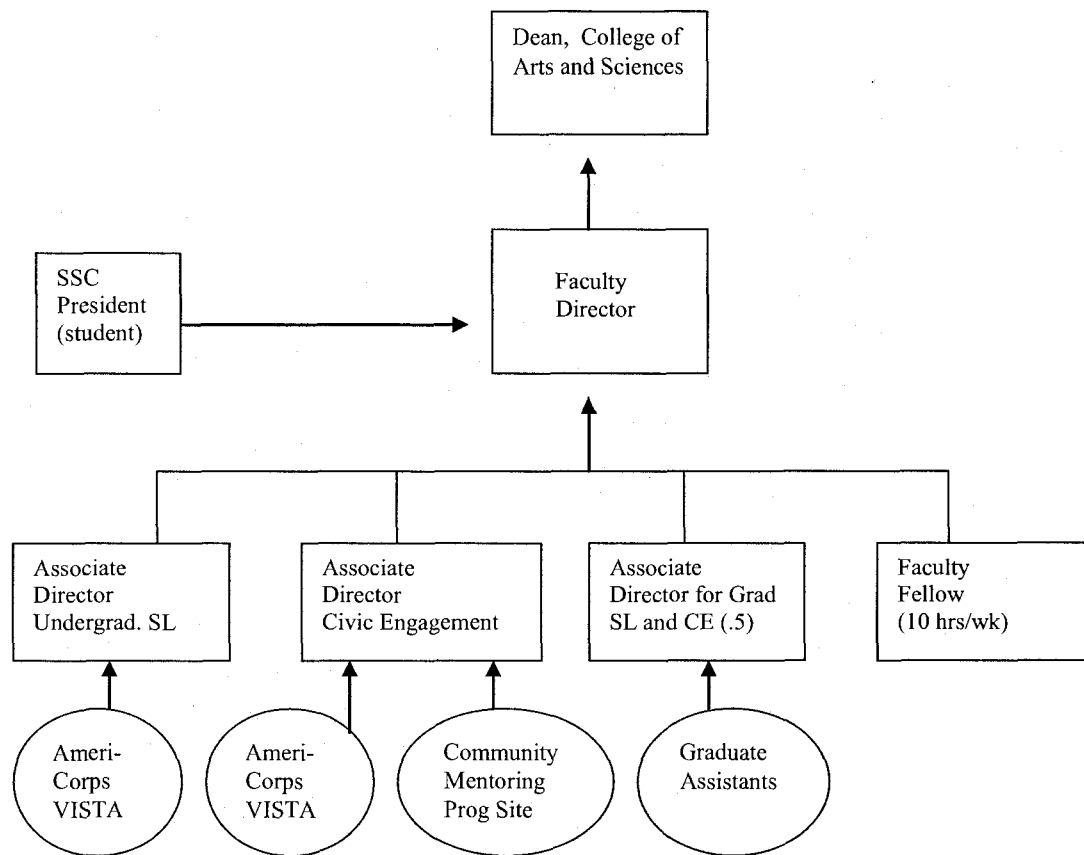
- Training faculty to understand service-learning pedagogy;
- Assisting faculty in the development of service-learning components that match course objectives and goals;
- Connecting faculty to community partners;
- Facilitating the process for community partner placements;

- Facilitating and/or providing resources for reflection;
- Making resources and printed materials in the office's library available to faculty;
- Providing handouts and other materials for faculty to use with their students including application materials for the student service-learning assistant program, service-learning contracts, and service-learning course evaluations;
- Developing areas of support including researching and applying for grants to support service-learning and faculty development; and
- Organizing opportunities for faculty training and workshops

“What we're doing is changing the way it [service-learning] is institutionalized ... we're trying to change how we do service-learning in the college ... [a] totally new aspect of service-learning, things we have missed before, so we are changing what we are becoming” (Associate Director, OSLCSP, Personal Communication, January 26, 2007).

The Service-learning Student Assistant program was developed to promote and support faculty in service-learning, enabling faculty to have students who are trained in the nuances and skills of service-learning to provide assistance during the semester. Students take on administrative oversight for details such as contracts and evaluations, and coordinate with students in classes to address issues that may emerge while working at the sites. Through the independent study mechanism, student service-learning assistants earn course credit.

Figure 3 Beaver Bridge Service-learning Office Organization (OSLCSP)



The Director's role in the office has multiple dimensions:

- To mobilize and lead the office staff in a team effort, recognizing staff skills and developing the staff to their capacity as leaders and professionals;
- To provide direction and make community contacts to support the work of the office;

- To administratively oversee the operations of the office, including management of the operations budget, performance evaluations of the staff, and promoting staff professional development and growth;
- To contribute to the ideational aspects of program development through innovative planning, strategic thinking, and policy creation;
- To continue to be directly engaged with the community as a hands-on practitioner.

The Director is also able to use the office as a faculty member engaged in service-learning in his own teaching. This allows him to interface with faculty colleagues and new faculty on a different level and in a different academic context to help educate them in service-learning pedagogy while participating as a practitioner in his work with students.

The administration at Beaver Bridge College supports the growth and momentum of service-learning in concrete ways. From the inception of the community service program several decades ago, the President's office has supported service initiatives informally through discretionary funding. Once the gift was received and the office became a structured entity, it fell under the administrative structure of the college, and the reporting line and the budget for the office moved to the Dean of the College of Arts and Sciences. In addition to assuming financial oversight for the office, the funding for the part-time professional staff person to oversee service-learning and community service programs for graduate students, and the attendant expense of one course release each year for the new Service-learning Faculty Fellows Program, the Dean's office also funds an

annual service recognition and awards dinner for community partners, faculty, and office staff and provides small service awards for faculty. The Dean arranges time during monthly faculty assembly meetings for the Director of the office and the staff to present to faculty on service-learning. This is a venue that is of particular importance because it provides not only time to present information and data about the growth of service-learning at the college but also provides a forum to encourage greater faculty participation and time to discuss the meaning of service-learning to the future of the institution.

Brighton Falls University

Brighton Falls, a liberal arts institution that provides both liberal arts and professional instruction, is located in a rural-suburban setting. In its undergraduate programs, Brighton Falls provides areas of study that span almost one hundred majors and pre-professional options for students. It boasts a long and rich history of achievement that links its academic purpose with the quality of life in the communities it serves, and speaks in its mission to the values of critical thinking and rigorous intellectual inquiry. Its commitment to diversity and the way it addresses societal issues to better the health of individuals and the environment are central to its daily work and long term goals. Through experiences that transcend the classroom, Brighton Falls is committed to promoting service-learning not only in the classroom but also in co-curricular and residential life, and is committed to extending it into the broader community of neighborhoods that abut the campus.

Brighton Falls University has a history of service spanning many decades. Built into the culture of the campus, the concept of service bridges the campus infrastructure through various forms of programming including service-learning, community-university partnerships, student-run volunteer programs, service-learning internships and field experiences, and community service. This campus adopted Jacoby's (1996) definition of service-learning, which is inclusive of experiential education, engagement in activities that address human and community need, intentionally designed opportunities to promote student learning and development, and reflection and reciprocity as its essential components. More specifically, components identified by the Corporation for National and Community Service are utilized to ensure its effectiveness, including sufficient preparation for the experience, performance of the service to benefit both students and community, analysis of experiences through reflection to integrate learning, and evaluation of the experience to judge whether reciprocity has been achieved for both students and the community.

History

The history of service-learning at Brighton Falls can be traced back to student engagement in many types of community work including community service, service-learning, and volunteer programs. The original office to oversee volunteer opportunities for students interested in working in the community supported student-run programs that were designed around community need. Those experiences and the structures to support

them motivated more and more students for engagement in initiatives that included a focus on the elderly and on low-income children.

A leader in the national movement to bring service-learning into the mainstream of academic inquiry and pedagogical practice, Brighton Falls first integrated students' service experiences with academic credit when it received a federal grant that enabled the campus to offer students options to connect their work in the community with academic goals. Brighton Falls took an innovative approach and, through the creation of an interdisciplinary service-learning course, not only created a credit-bearing field experience for students but also one that supported them in the community organizations where they were engaged, advised them on their experiences, and evaluated their academic work. The academic experience had structure and helped students reflect not only on the experience itself but also on what it meant to them in terms of self-discovery. This course, in effect, was structured like a field course or internship with service-learning serving as the experiential component. The work was located in non-profit and community-based organizations as well as political venues that extended beyond the local community to the region of the state capital. Referred to in an archival document as a portable service-learning program, the course enabled students to spend a semester or longer working on a project in the inner city, in international locations, or in U. S. venues that served constituents with particular needs. However, while credit was conferred through one of the schools of the university, most who were involved were not necessarily faculty but staff in the Division of Student Affairs. At this time, the office that was responsible for oversight of volunteer programs was renamed to reflect this emerging

community-learning initiative and is named, for purposes of this study and to protect the confidentiality of participants, the Community Programs Office.

Federal and private foundation funding as well as funds from university donors helped to support and further expand student involvement in volunteer, community service, and service-learning programs. The staff in the office also became involved in the national Campus Compact organization. With this involvement in the national movement, they were in a unique position within the institution to move service-learning forward. At a later point, representatives of the university would participate in the development of the state Campus Compact office.

Brighton Falls went through changes in its leadership coupled with a fiscal crisis in the early to mid 1990s. During that time, the service-learning movement within the university started to wane. And there was a general feeling that there was not much support for faculty development and leadership from the faculty for this new and emerging pedagogy. At that time, the Dean of Students disbanded the Community Programs Office. The grant stream had dried up, and there were no institutional funds to support it. Each program continued to exist with student-led volunteer and community service programs retained in the Department of Student Life and academic service-learning field programs housed in Career Services due to the nature of their connections to internships and the promotion of jobs in the non-profit sector. Service-learning courses were offered independently by a small group of faculty, service-learning internships and field courses persisted through Career Services, and the volunteer programs located in the Department of Student Life that were student-run continued to flourish. An office that

would oversee service-learning, however, would cease to exist until just before the start of 2000 with the arrival of a new President and the emergence of new faculty leadership.

By the late 1990s a new President and an experienced faculty researcher in service-learning and community-based scholarship arrived at Brighton Falls. It was not long afterwards that a group of core faculty from across multiple academic units of the institution was encouraged by the President to apply for a federal grant to develop a community partnership center that linked the university with city government to address community needs. Subsequently received, this was a three year grant with matching funds from Brighton Falls. One of the central foci built in by the writers of the grant was to stimulate the development of credit-bearing service-learning courses by creating a structured resource for faculty to provide models of service-learning curricula, training in service-learning pedagogy, and the fostering of connections between the university and the community using service-learning to address city needs. During this time, there was also a faculty group that the new faculty researcher was connected to, sort of a grassroots group that was trying to promote service-learning. It seemed logical for the two groups to partner because each group was working independently to motivate and grow service-learning on the campus. To strengthen the initiative, an additional grant, co-written by staff in the Offices for Teaching and Learning and Career Development, was received from a private foundation to fund the creation of a Faculty Fellows Program to support service-learning in the institution.

The Service-learning Office

Several years later and with the hiring of a new President, the institution opened the OSLCSP to promote the development of leaders with skills to build service-learning and collaborative partnerships and expand the resource base for both the internal university community and the external community. The office developed and oversaw high quality service-learning opportunities and provided an infrastructure to advance, nurture, and sustain them. Three years of institutional funding were provided with goals that included fostering community partnerships, supporting faculty and curriculum development, promoting student leadership, and helping to inform the development of an institutional policy for community-based scholarship and service-learning. At the time the office opened, all other programs and initiatives that had been previously created through grant funding such as the Service-learning Faculty Fellows Program became a part of this new office.

With Brighton Falls' long history and deep commitment to service in the community, it was made clear at the point of its founding that the OSLCSP was to be dedicated to service-learning and the development of community partnerships, and that it would not take on the functions of any other Brighton Falls service office or program. Rather, the new office would act as a catalyst for collaboration and communication among other campus units to support their ongoing growth and to maintain their activities, especially when they contributed to partnership processes and the growth of service-learning and community-based research. This was demonstrated by the development of an *advisory committee* with representatives from across the university

and from the external community, and an internal group that would function as a *network* to bring representatives of service programs together monthly to share information about what each program or division was doing, creating economies of scale for service programs on the campus. The network was developed by the Associate Director of the OSCLCSP and is not restricted to representatives of academic programs but includes community-based programs located in the Department of Student Life, service-learning internships emanating from Career Services, student leadership programs also located in the Department of Student Life, continuing education and extension programs, as well as programs located in particular schools such as America Reads, which is housed in the School of Education. No one group or office owns or runs the meetings of this internal collaborative but rather all members take a lead to convene meetings and develop agendas as issues in their respective departments are raised. It is non-hierarchical in its operations, structured much like a web. It is not owned by any one division of the university but rather by all. Its responsibility is to promote and grow service opportunities and partnerships and to attract and support students, the campus, and community members alike.

A major benefit of the network is that everyone is knowledgeable about service programs on the campus. When a community organization contacts the institution, they are not sent on what has been referred to as a "wild goose chase" to identify the appropriate office or person with which to discuss programs or learn about opportunities. Of all the offices that support service programming, the OSCLCSP is the one office that works most closely with the faculty. Since this office does not do much work directly

with students, the offices that do work predominately with students can provide information for students about the work that the service-learning office does, helping to motivate interest in service-learning courses and related activities.

Many of the activities in the office are guided in some way by the Service Advisory Committee, which meets regularly. This committee is comprised of faculty and staff from across the campus who are committed in their roles in the institution to service-learning and to partnerships with the community. Representatives from the community are also invited to participate on this advisory committee.

Staffing

The OSLCSP is structured with a faculty director whose proportional workload in the office is twenty-five percent and a full time associate director (administrative position). In addition, the office has grown to include the following staff:

- A senior fellow, a member of the faculty who provides ten hours each week working on special projects and conferring with faculty who are developing service-learning courses; and co-teaches the faculty training seminar in service-learning.
- An AmeriCorps VISTA who oversees development of student programs and currently does some work with community partners. In the future, this position will focus entirely on student programming.
- A graduate assistant whose responsibility is that of partnership facilitator. This member of the staff is funded through one of the graduate programs.

- A shared graduate assistant (ten hours per week) who is discipline-based and connected to one of the schools. The office pays fifty percent to fund this assistant who divides his/her time between the school and the office. In the coming year, this position will become an AmeriCorps VISTA that will provide assistance for the office but will be housed in the school.

Service-learning Faculty Fellows are those faculty who have participated in the service-learning training and are linked indirectly to the office. Faculty apply for the training seminars and commit to teach a service-learning course within one year of completion. Once their training is completed and they have taught a service-learning course, faculty fellows become a resource for other faculty who are beginning to think about integrating service-learning into their teaching, supporting others through their own engagement in service-learning.

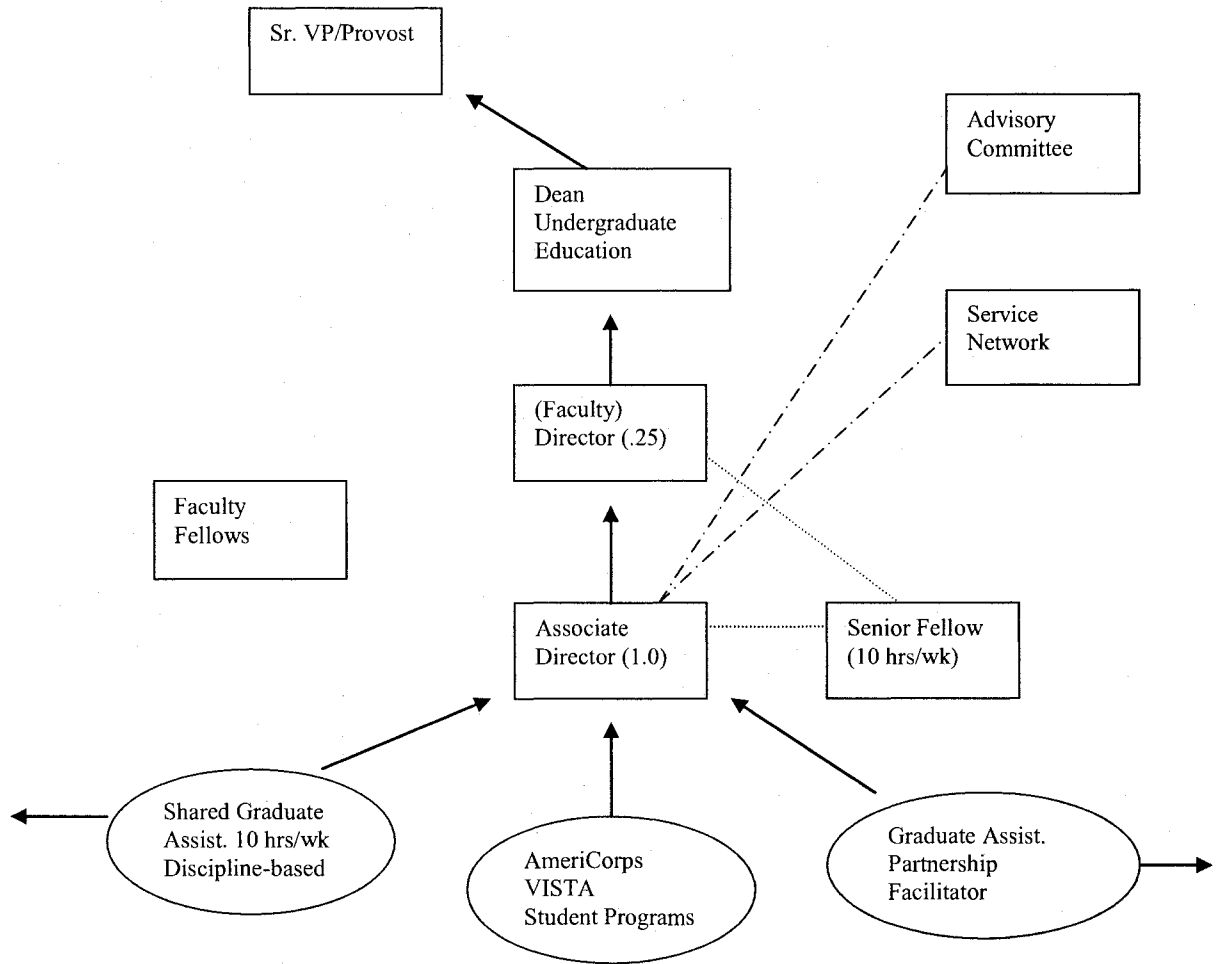
The office reports indirectly to the Provost through a Vice Provost for Undergraduate Education. The office is located in borrowed space in one of the schools but has no reporting responsibility to that school. The Director is a full time faculty member who arrived at Brighton Falls in the late 1990s and worked with the institution-wide committee on the proposal for the office. The Director provides the office with a direct link to the Provost and is credentialed with the faculty of the institution through his faculty appointment. He is responsible for the supervision and long term planning of programs sponsored by the office.

The Associate Director is an administrative appointment that oversees day-to-day activities and office operations, providing services and resources for faculty, and helping

to build capacity for the service-learning and partnership work of the institutions. She co-teaches the faculty training seminar in service-learning with the Senior Fellow, administers the service-learning faculty planning and implementation grant program, and consults with faculty on service-learning course development and course designation guidelines. In her position she communicates with the Registrar about new courses approved for service-learning designation. The Associate Director has a unique background. She has worked in multiple areas of student life in the university and completed a service-learning internship through Career Services while a student at Brighton Falls. She brings a richness of understanding about the dimensions of service in the institution and has strong relationships with offices and individuals across the organization. She also is knowledgeable about organizations in the community. It was the importance of the relationships that she developed in her various roles, including that of a student, that prompted her to develop the network when she became the Associate Director.

The physical space for the office (Figure 4) is little more than one office within a complex of offices in one of the colleges at Brighton Falls. It houses the Associate Director and the AmeriCorps VISTAs, with some flexibility to accommodate the variable schedules of the Senior Fellow and the graduate assistants. The Director has a faculty office in an adjacent space. The office is signed and identified; however, it can be considered a destination location since it is not in a heavily trafficked location of the campus. It is not a space that one would stumble on, but rather to which one must be directed.

Figure 4 Brighton Falls Service-learning Office Organization (OSLCSP)



Since organizing the office at Brighton Falls, which is funded by the institution and has the full support of the President, the number of service-learning courses being offered each academic year has grown with expanding representation among more academic disciplines. Certain of Brighton Falls' schools, however, are more heavily represented in service-learning than others, and certain programs/majors within these schools are more heavily integrated with service-learning requirements. There are

departments on the campus that infuse service and an expectation that “not all your classes but everyone should have at least some involvement with the community” (Department Chair, Personal Communication, April 16, 2007).

Residential learning environments at Brighton Falls straddle traditional academic classroom-based learning and co-curricular life by enabling faculty to create experiences that are linked to the living environments provided by the institution. In this way, colleges/academic departments take on a leadership role in the residence hall structure, creating interdisciplinary collaborative models that cut across student and campus life and are directly linked to academic experiences. “The residential learning environment is a great place to be a sponsor of service-learning ... you know they are doing service for the internal [campus] community and now we want them to go beyond into the external community” (Faculty, Personal Communication, April 17, 2007).

The various types of service programs at Brighton Falls fall on a continuum beginning with individual and short term volunteer activities on one end, moving along the line to more organized and long-term service programs, but not including classroom-based academic service-learning. Since these service programs are organized and overseen by the Division of Student Life, that department can be thought of as a bridge to service-learning, helping students understand what they can look for in service-learning courses and encouraging them to seek out more of these experiences in their academic programs as they engage in activities sponsored by student life.

At Brighton Falls there are various points of intersection in the organization’s structure and certainly between the Department of Student Life and the OSLCSP. The

more direct connections are with service programs and community partnering and in measuring the impact of the university on the neighborhoods that it abuts. The role of faculty leadership, including the Senior Fellow in the OSLCSP, is critical to promoting such relationships, for reaching out across divisions, and for emphasizing its importance in the larger experience for students.

The service network is a structure that promotes connections across divisions of the campus and brings with it greater presence and visibility for service-learning and service opportunities to engage the campus, the community, and students. The network, with its web-like structure, is self-supporting and self-propelling, cohesively linking university offices and initiatives and representing to the community-at-large a unified voice about the importance of service in the lives of its students and the importance of the community in the life of the campus.

Cresthaven College

Cresthaven College, a small liberal arts institution with Catholic traditions, is located in an urban-suburban area and provides students with an in depth and broad curriculum that prepares them for a wide-ranging choice of careers. The campus is deeply involved with the local neighborhoods that abut its campus and the city at large, with its students and the faculty active participants in hands-on learning that extends the classroom into the larger community. The historic service traditions of this institution are rich with examples of cultural and religious diversity, commitment to integrated learning, and an intellectual community that addresses moral and ethical growth.

Cresthaven is an increasingly diverse campus with academic and professional programs that attract students from a wide range of backgrounds. As an institution, Cresthaven is committed to actively participating in neighborhoods to support the health and well-being of residents and to involve students in concrete ways with community needs. Through structured volunteer and community service programs, classroom-based community learning, and community-campus partnerships, students, faculty, and the administration work with organizations in the city on project-based and short term service activities to positively impact the quality of life of its residents. Built on multiple levels, initiatives are designed to deepen the student experience and to provide an expanded view of learning to foster lifelong connections to the community.

History

The history of service at Cresthaven dates back to its founding. Embedded in its mission to serve others, the college emphasizes the need for an intellectual presence to educate students to serve others through an understanding of society and the cultures that comprise communities. The conceptual emphasis is on service to others, and that it be at the core of every student's educational experience, that every discipline be engaged in some way with human needs to allow students to explore their potential to serve others and be active participants in that process.

At Cresthaven service-learning is defined from a broadened perspective that dates back to its initial experiences with a small group of core faculty who had been experimenting with the integration of service into their courses. This faculty work

predated institutional discussions about service-learning's potential meaning for students and for the curriculum. However, they did not make much progress until it was decided to build service into their curriculum. They adopted a phrase, community-based [service-learning], "which at the time probably was more palatable to more faculty ... but ... it was broader [than the service-learning being talked about in the national service-learning movement]" (Faculty, Personal Communication, April 23, 2007). The faculty believed they could include a service component but also wanted student learning to come from resources in the community.

The college defines its service-learning initiative from a programmatic approach to teaching and learning, which enables students to be of service as they participate in community activities that enhance their understanding of course material. Service in the community is carefully linked to course work, and integrates reflection of experiences to help students better understand the various dimensions of each experience and how it affects their human and intellectual development. However, it is more than that at Crethaven. "Above and beyond, to keep us thinking about the philosophical meaning of community-based [service-learning] ... [it focused on] putting the academy in service to the community." However, the faculty wanted students to see that the community was providing a service to them. "So, that's the reciprocity ... we were aware of that larger discussion nationally so we changed it in our own culture ... I think that has been very good" (Faculty, Personal Communication, June 12, 2007).

There are three areas at Crethaven from which service and community activities emanate, representing the three structural divisions of the college, academic affairs,

student affairs, and the chaplaincy. The chaplaincy or ministry in Catholic and other faith-based institutions is often recognized as a separate division that reports to a senior administrator or directly to the President. In the Chaplain's Office at Cresthaven, historic and long-standing volunteer programs are overseen by an assistant chaplain who works with hundreds of students each semester. Student participants include those who qualify for the Federal Work Study Program, student recipients of grants that support community service work, and a student-run urban development program that involves more than seven hundred students each semester in structured projects and community partnerships. The programs sponsored by the Chaplaincy are structured initiatives with long term relationships between that office and students, community organizations, and recipients of service who reside in the community.

The Division of Student Affairs sponsors single day and short term volunteer projects and community experiences that connect hundreds of students who live off campus with community work. New students participate in a community immersion experience that is built into First Year Orientation, which exposes students to local neighborhoods. This particular experience allows new students to gain a contextualized sense of the community in which the college is located and provides an opportunity for students to begin to think about where and how they will become engaged beyond the campus. This division works with the OSLCSP, which assists in the coordination of this event. There is a deliberate effort not to overlap programs that are managed by the Division of Student Affairs with those that are organized by the Chaplain's Office. Rather, the programs sponsored by the Division of Student Affairs are much more

incidental, short term, and individual, such as a Halloween event for neighborhood kids and playground projects for Saturday mornings. Programs sponsored by the Division of Student Affairs may change from year to year or semester to semester, and are based on short-term needs in neighborhoods that allow different populations of students to be engaged but without much commitment beyond the activity itself. There can be overlap between programs and activities sponsored by the Division of Student Affairs and those sponsored by the Chaplain's Office. Students, however, understand the differences between the two types of programs and the different commitment parameters implicit in particular activities, including time, scheduling of events, preparation and planning, and follow up.

The Service-learning Office

On the academic affairs side of the institution, an office was organized and endowed in 2001, the result of an alumnus gift to be dedicated to service-learning pedagogy but in the broader context identified by Cresthaven College to focus on community learning and partnerships with organizations in the adjoining neighborhoods. The history of this office is not long, going back to as recent a period as the late 1990s. Prior to this time service-learning had been done inconsistently by a few faculty on different levels. Their work was done with passion, though often politically motivated by their own work in the community. But by 2000, a new President had arrived. His appointment became an important factor in the institution's decision to integrate service-

learning and a community learning initiative into the academic structure of the college, linking the curriculum in more direct and intentional ways to service for others.

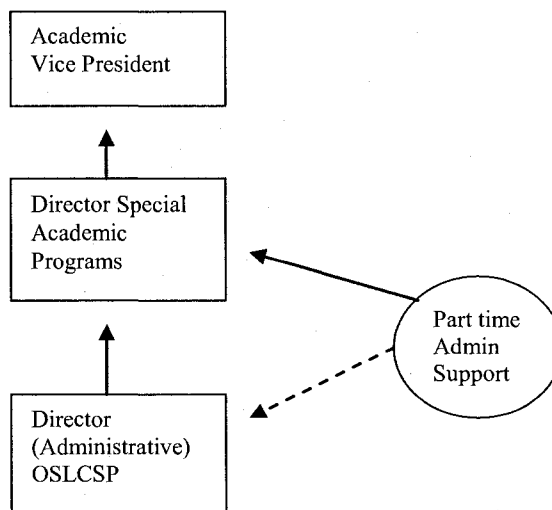
At this time a group of approximately twenty faculty had been meeting on an ad hoc basis to determine how to define and integrate service-learning, a community-based learning initiative. "We were talking about ... the fact that volunteerism was very popular among students and that students wanted to volunteer in the community... but as a faculty, as a small group of faculty we were aware that we didn't want them to learn it's good to be a volunteer, that's not what we wanted them to learn ... and that if we didn't begin to connect it to a series of courses that's exactly what we were promoting" (Faculty, Personal Communication, June 12, 2007). Simultaneously, a contingent from Crethaven attended a conference that addressed the educational mission of Catholic institutions, emphasizing the intentional integration of service to others into the educational experiences of its students. It was a confluence of three events happening independently from each other, yet focusing on how to change the social climate for students and how to make it more consequential for their academic experience. With the donor gift, a search committee was convened to identify an appropriate candidate to fill a director position that would provide leadership and growth for the OSLCSP.

Staffing

The Director was appointed to begin development of the office in fall 2001. A PhD in Sociology with comprehensive experience doing community organizing both from an administrative and managerial level, the Director brought with him a passion for

the work. He began immediately to build strong relationships with professional staff, faculty, and senior administration from across the college. The hiring of the Director was an important event for the college due in part to the particular constituents who participated in the search from across the college including the Chaplain's Office and representatives from the faculty and the Division of Student Affairs. This event also signaled the holistic approach the office (Figure 5) would take on behalf of student learning outcomes. It was not viewed to be a flashy public relations event, but rather a special academic program directly related to college mission and focused on teaching students about the importance of their being in the service of others.

Figure 5 Cresthaven Service-learning Office Organization (OSLCSP)



The office was intentionally located in a department identified as Special Academic Programs, reporting to its director. Locating the Office of Service-learning and Community Service Partnerships in this department, it was recognized that the office

would not belong to a particular disciplinary affiliation but rather to the whole college. It was understood that this location of the office would distinguish its work by the interdisciplinary/multidisciplinary nature of service-learning. "There was to be no ideological bent; it was not cause-driven. In a sense it was to be neutral to political trends; the director would not carry a flag to direct its development..." (Director, Special Academic Programs, Personal Communication, February 7, 2007). And due to conditions of the alumnus gift, the director position was endowed in perpetuity and institutionalized in the organizational structure of the college.

Although the Director of the OSLCSP has an earned PhD he does not have a faculty appointment or rank. However, the Director of the service-learning office sits on committees with faculty and professional staff and is connected much like a peer with the faculty body. The PhD was an important consideration in the search for the founding director to credential the position and solidify its relationship to the faculty. The Director is a voting member of the Special Academic Programs Committee and attends meetings with the faculty directors of the academic programs that comprise this department of the college. The responsibilities of the Director include:

- To establish and maintain community links for academic programs;
- To coordinate workshops and developmental trainings for faculty and community members in community-based/service-learning pedagogy;
- To assist faculty who are interested in developing components for community-based/service-learning courses;
- To administer the Federal Work Study community service internships; and

- To provide logistical and coordinating support for faculty and students in community-based/service-learning courses.

As seen in Figure 5, the Director has only part time administrative assistance in the office and is the sole representative of the OSLCSP. The responsibility of the Director's position is to drive the development of curricular-based service programming by working closely with faculty, students, and the administration to build the college's inventory of service-learning courses and service sites in the community and to introduce more of the faculty to the idea of integrating service into the curriculum. The Director uses relationship-building as the primary tool to enlist the support and participation of the faculty, building the inventory of courses integrated with service, and motivating student enrollment. The original plan was that the Director would help faculty develop courses that included community-based service-learning. It would be a very narrowly prescribed program. "But [the Director] had interest in the community and the college had not had a cohesive approach to the community ... to develop relationships in the neighborhood. He shaped that position" (Associate Chaplain, Personal Communication, June 27, 2007). In the role, the Director nurtured and cultivated new relationships with community organizations in neighborhoods where the college had not been previously present, thus opening up new dialogues between the college and the community about the social concerns of residents and providing, in the process, more expansive opportunities for student engagement.

The structure of the service-learning program at Cresthaven includes relationships with community organizations and the development of sites that are appropriate to the

many courses integrated with community-learning projects and activities. The Director organizes and coordinates training sessions for community organizations that become service sites for students and potential partners with the college. The Director also organizes visits to classes to introduce opportunities for students based on the planning that he and the faculty have done for each course.

The types of support provided for faculty are particularly focused on integrating service into the curriculum. The Director works with faculty individually as well as in group trainings to demonstrate the value of service when it is integrated into the curriculum and the critical intellectual outcomes that emerge from this pedagogy. The value of the office and its director are reflected in the growth of courses embedding service, the creation of new partnerships and collaborations within and between the college and the community, and the thoughtful responses of the faculty as they reflect on their experiences integrating service-learning into their courses. "I think I might have mentioned that [the Director] was the one who put the idea into my head ... that this might be something I might want to explore in my other courses. I first met him [the Director] when he came to my women's studies introductory course ... he offered a range of placement opportunities but he also got me to thinking about other places where I might do community-based service-learning" (Faculty, Personal Communication, June 12, 2007).

The OSLCSP has utilized the evaluation process to assess the growth and potential of community learning. One of the critical goals is to engage faculty more fully with their students in the reflection process to help integrate the work students are doing

in their service sites with course content. Another important role for the Director is to help faculty understand the importance of reflection on the experience for students as well as its importance for evaluating each course. It is in the process of reflection that intellectual inquiry and rigor are supported, and faculty and students can both make direct connections to course content and the outside world. The Director also has a hand in helping the faculty develop relationships with the sites where their students are placed, engaging them in a more direct dialogue with the college's community partners about the social problems in neighborhoods, and helping them see the potential for future collaboration through relationship-building with those organizations.

An important event coordinated by the Director of the OSLCSP and held annually at the end of the academic year is a gathering of faculty to present experiences using service-learning and community learning environments in their teaching. Funded by a private grant, these faculty workshops enable experienced faculty to share real and concrete experiences with those faculty who are just beginning to think about engaging in service-learning. It is a gathering that brings together early and late adopters and potentially new participants from faculty ranks. "Faculty participants voiced their appreciation for the opportunity the faculty presentations offered for faculty to learn from each other...and commented on how invigorated they felt after learning about each other's uses of this pedagogy to advance their teaching and, in some cases, their research interests" (Director, OSLCSP, Internal Document). The service-learning courses that were developed since organizing the office are rich in scope and representative of a vast number of disciplines and departments, bringing faculty from across the campus into an

internal collaboration that supports learning, engages with the community, and builds on the rigorous and intellectually abundant foundations of the curriculum.

This chapter presented the narratives that describe three campuses and their development of an infrastructure to support service-learning. The chapter traced the history of service on each campus and respective views of the relationship between divisions of academic affairs and student affairs. Chapter five analyzes the data collected from the three research sites. The voices of participants and representation of their roles/positions in their respective organizations shape the analysis of the structural factors of academic affairs and student affairs and their influence on collaboration to institutionalize service-learning in higher education.

CHAPTER 5

ANALYSIS OF DATA

This chapter analyzes the data collected from the three research sites and is framed by the themes identified in the six subsidiary research questions presented in chapter one. The themes, which represent structural attributes of higher education organizations, were used to shape interview protocols and create a framework in which to present the data. These themes include 1) the structural domain with an emphasis on the separation of purpose and function of student affairs and academic affairs; 2) the cultural domain relative to faculty meanings, perceptions, biases, attitudes and views towards student affairs divisions; 3) the role of faculty and their control over the development and implementation of curriculum; 4) the role of senior academic leadership to motivate collaboration between divisions; 5) effects of separate reporting structures for each division; and 6) the academic department system and its influence on collaboration between divisions. Subtopics that emerged from each theme provide examples that impede or motivate collaboration between divisions of student and academic affairs divisions in relation to the institutionalization of service-learning.

Threaded throughout the analysis of data are participants' interpretations of the meaning of service-learning and its integration into the student academic experience. The

variations of interpretation among participants are revealing, with most of the participants having a clear understanding that service-learning extends classrooms into the community in credit-bearing, intellectually substantive experiences.

The final section of the chapter focuses on the dependent variable in the research question, the institutionalization of service-learning. The analysis emphasizes that sustained and institutionalized service-learning occurs in higher education in different ways. On each of the campuses in the study, there are variations in interpretation about how institutionalization is viewed by the particular roles and positions of participants.

Analyzing the Research Questions

The first theme pertains to the separate purposes and responsibilities of academic affairs and student affairs divisions. This section analyzes organizational structures that separate academic affairs and student affairs, including differentiated work structures, institutional decentralization into silos of separation, problematic stereotypes that make relationship building difficult, and limitations in integrative mechanisms across institutions.

Theme 1: Separate Purposes and Responsibilities

“I’ve always been interested in bridging the gap between the student life area and the academic but there have been only a few major programs that have made the link [such as] first year programs and some co-curricular activities that go with it.”

Faculty, Cresthaven College

Work structures

Academic structures are shaped by the disciplines and the responsibilities of faculty to teaching and learning, scholarship, and service to the institution. Student affairs work is seen through its relationship to students, and through co-curricular activities and services that faculty may not understand to be connected to academic work. Student affairs focuses its work on educating the whole person in ways that can extend the initiatives of the student affairs division beyond the classroom into the campus and the community at large.

The work structures that distinguish each division at the campuses studied have evolved over time, influenced not only by institutional history but also by the changing dimensions of faculty work, the degree to which student affairs responsibilities have been professionalized, and the changing characteristics of each generation of students. The academic department and its chair appear to influence significantly the structures within which faculty work, including the determination of workload, reward systems, support for new initiatives, and motivation to work collaboratively with other divisions of the institution. The separation of the formal and informal curriculum manifests itself in different ways and to different degrees, interpreted by the individual perspectives of those who were interviewed for the study but often demonstrated organizationally in less obvious ways. In each case the separation is intensified by structural work silos in which faculty and student affairs staff often find themselves.

The founding director of the OSLCSP at Brighton Falls recognizes and respects the high level of skills associated with student affairs work but acknowledges that the

divide between divisions is marked by the cultural traditions and norms embedded in faculty life. "I have been extremely impressed with the focus and sophistication of academic training of student affairs personnel but I don't think most faculty are aware of that or could even appreciate it." There is a tendency to segregate rather than integrate personnel across divisions of the institution due to the highly specialized functions associated with student affairs work. Separated in their work environments and positions in the organization, it is possible to sense faculty disinterest in the details of student affairs work.

At Brighton Falls, collaboration is used daily among the staff in the various departments of the student affairs division. The Director of Student Life speaks passionately about collaboration, how it shapes *their* work environment, and how it defines the processes to identify departmental goals. Only two staff members have doors on their offices, the Director and the Associate Director. Everyone else's office is open – for colleagues and students to move in and out – creating an open environment to foster collegial relationships among the staff and to demonstrate to students a feeling of collaboration and cooperation. At Beaver Bridge and Cresthaven, much smaller institutions than Brighton Falls, that sense of collegiality is present but not in as obvious a way, due in part to the context of their physical space and a smaller number of professional staff. It is the degree of energy that is felt in their respective environments that indicate that sense of cooperation observed at Brighton Falls.

Silos

The structural silos in which academic affairs and student affairs divisions reside emphasize the separation and prevent the development of collaborative practices across units to service students in holistic and integrated ways. The President at Cresthaven considers the integration of the student experience with other aspects of the college experience. “Our staff and faculty are very committed to them [the students]; because they are very student focused there is a need to integrate the student experience, which draws the staff and various divisions into cooperation; it’s the nature of the work itself.” At Cresthaven, the cooperative relationship that the President speaks about exists in very clear and intentional ways between the professional educators in student affairs and those of the faculty. Cresthaven is characterized by close working relationships across divisions that have grown out of the mission of the college.

At Beaver Bridge, a professor who developed an international service-learning course works autonomously to deliver his course. He has no contact with the OSLCSP and does not work with its staff. He coordinates his academic work through his dean and has “virtually nothing – no connection with that [student affairs] division.” Succinctly phrased, “I’m an academic.” This faculty’s self perspective in relation to student affairs appears to be an implicit view of his academic superiority, a narrow and biased perspective of his role in the college, and a carefully separated kind of behavior that keeps him strictly in the academic affairs silo. However, an assistant professor on this same campus who directs a program for first year students has connected, though in a limited way, with student affairs. He seeks connections when he needs to refer a student

for academic support or counseling services. Several professional staff from the Division of Student Affairs also teach first year courses in the program that this faculty member directs, which provides him with more direct contact but only in relation to curriculum and student learning. Occasionally he is in contact with the multicultural coordinator who is also located in student affairs to help him organize aspects of the program. He describes the relationships with student affairs personnel as loosely coupled and not formalized or structured in any particular way. He emphasizes the issue of who makes the first move and how shared responsibility [should] follow. He would not say that any one individual or division was at fault but was emphatic that, for collaboration to work, movement must come from both sides and not be the sole responsibility of one or the other.

A faculty member who teaches both service-learning and upper level capstone courses at Beaver Bridge has a student affairs background. After moving over to the academic side she realizes the extremely siloed nature of academic work but feels that “in [our] institution that is absolutely ridiculous; there has to be a lot more thought about structure. You break that down...and there are those connecting projects and programs and activities for students that should help do that.” She emphasized that the structures between divisions reinforce the separation and prevent connections. Some of it results from stereotypic notions and assumptions about who is going to be at the table. This faculty member has a strong professional relationship to the Dean of Students but she doesn't see the kind of outreach from student life to faculty that she thinks should exist, particularly given the emphasis on leadership training for students on the campus. With

extensive background in leadership theory, this faculty member has seldom been approached by student life to participate in their student leadership programs. Her expertise in leadership training has not been tapped to support the student life leadership program.

At Brighton Falls, an acting academic dean and core faculty member sees a need to create a stronger structure between academic affairs and student affairs, a more formal link but *maybe* only in the first year programs that tie student life with academics to make academic outcomes more successful. This dean made specific reference to the learning community structures that have been created in the residence halls in which several of his faculty are active participants. The project links residence life with the academic curriculum and enables faculty to participate in other aspects of campus life. He sees the project as a prime example of collaboration that allows the boundaries between the silos to be more permeable and fluid. It is also an example of the impact of collaboration on service-learning that enables faculty to introduce service-learning to students within the structure of residence life and, at the same time, creates opportunities for professional staff to observe academic learning and its intersection with service in its delivery through the Department of Residential Life.

A Cresthaven faculty member sees the vast array of responsibilities overseen by the Division of Student Affairs and also sees the potential for collaborative work with the faculty. For example, a full year course for first year students is taught by a specific group of faculty. Students are in the course with those faculty for the full year, jointly attending events that are generally developed by student affairs staff. However, the

faculty interviewed question whether this is enough to create a sense of shared responsibility that can be sustained within and across the individual work environments of each division. The out-of-classroom activities that bring students and faculty together at Cresthaven may be a stepping stone to do this – to learn more about who their students really are, what they seek in their education, and what kinds of experiences reinforce the learning that is at the heart of the mission of this liberal arts institution. At Brighton Falls there is an emphasis on connecting faculty with students through its living and learning communities, linking residential life with academic programs, and connecting faculty to other aspects of students' campus life. Cresthaven and Brighton Falls illustrate two campuses that have undertaken initiatives to make connections between academic and student affairs work, creating more permeable boundaries that allow constituents to be more closely in touch with each other.

Relationship building

Variations in perspective about what the relationship should be between student affairs and faculty are seen time and again, depending on who you are talking to and their particular institutional roles. An academic dean at Beaver Bridge calls it both a conceptual and structural divide. "The Dean of Students reports to the President; it's complicated. I think we have a lot of good will but I don't think we have the structure that brings the two sides together." The Dean of Students at Brighton Falls believes that the divide between divisions reinforces the perception that the Division of Student Affairs cannot lead the charge for an initiative that requires faculty buy in and participation. This Dean of Students points out that while there are a range of projects including service-

learning on which academic affairs and student affairs can collaborate, stereotypes exist that are associated with student affairs work and the people in this division.

An academic dean at Brighton Falls believes that student maturation has diminished, that is, that students are maturing much later in their life cycle compared to previous generations. Students are less dependent but are in more need of supervision than ever before. He believes that as a university “We have to take on more responsibility to deal with the maturation process. We have students come to our campus and take our courses but who are not really ready to be independent, which will obviously impair their educational experience.” This dean understands that with more knowledge about student development and a better understanding of their growth and maturation cycle, faculty can bring that knowledge about students to bear in their classrooms. In his view, while student affairs professionals can help faculty understand their students better, student affairs professionals can, on the other hand, learn more about the educational process from an academic perspective, strengthening the educational experience for students but also supporting faculty in their work.

Service-learning extends beyond the formal curriculum at all three sites. This is due to variations of service phenomena at each of the sites and how service-learning is defined among participants in the study. At Brighton Falls there are several different approaches based on the types of co-curricular programs available for students. Much of what students do in clubs and campus organizations, including community service and volunteer projects, result in new skills, greater breadth of knowledge, and an increased capacity for leadership. A faculty member at Beaver Bridge clearly sees the connection.

“They call it volunteer work but, in fact, I am amazed. Students learn a tremendous amount in these co-curricular experiences.” She proposes that if they could work together these could be service-learning courses. “But it doesn’t happen, that’s the gap between academia and student life.”

Some faculty see the by-products of these experiences in their students and the potential outcomes that can result for faculty from more connected experiences with staff in student affairs. One faculty member at Beaver Bridge recognizes some of the positive outcomes as her students engage in discussions about campus-connected experiences that spill over into the classroom: a volunteer experience in a women’s shelter, questions about race and class that emerge from working with children in an after school program, and the faces and sounds of the elderly at a nursing facility. And the faculty member saw the opportunity for her to engage on a higher level with her students, linking what they were learning in these experiences with their growth as young men and women in a complex society.

At Cresthaven, faculty participation with student affairs staff to create a new first year residence hall program has positively affected the relationship between academic affairs and student affairs. The project transcends the boundaries of function and responsibility, creating a bridge between divisions to further their professional relationships. Faculty and student affairs educators see that service can be naturally integrated into this new program particularly since certain of the themes are connected to community work and discussions of social justice and multicultural education. However, beyond planning for the residence hall project, other opportunities have emerged for

faculty and student affairs staff to stay connected in collaborative ways. The Dean of Students recognizes that a service component in the structure of the residence hall initiative can be tied to service-learning courses and the integration of community activities that enrich the experiential aspects of both community service projects and academic service-learning. Another example is that the Division of Student Affairs has extended invitations to faculty to attend student affairs conferences and other professional meetings.

Academic influence and student life

Embedded in academic service-learning is a model for reflection on experience that has spilled over to community service and volunteer programs. The Chaplain's Office at Cresthaven and the Divisions of Student Affairs at Beaver Bridge, Brighton Falls, and Cresthaven are all working to embed reflection into community experiences with students. A faculty member at Cresthaven remembers having conversations with the Director of the Chaplain's Office. "I know they were concerned about not having enough reflection time [for programs they sponsor] and it's not integrated into the classroom." Realizing that non-academic units are concerned with reflection on the community experiences they organize raises questions not only for the chaplains but also for professional staff in student affairs who want to know more about the learning outcomes that come from structured co-curricular activities. As professional educators student affairs staff at Cresthaven want to know how out-of-classroom experiences can be connected to students' academic lives to provide more positive educational outcomes; what methods can be utilized to link co-curricular initiatives with academic coursework;

and how collaboration between academic affairs and student affairs can aid in this process. Yet the larger question may really be about mutuality and whether this desire to understand learning outcomes from co-curricular experiences is also a desire of the faculty.

Multiple examples in the data demonstrate the intersection between academic affairs and student life on the Brighton Falls campus, particularly as it relates to learning community structures designed for residence halls. This example is not unlike the residence hall initiative at Cresthaven but is structured differently. A senior lecturer at Brighton Falls thinks about his role in one of these structured learning environments as a way to “explore that sort of terrain that exists between student affairs and academic affairs.” While he reports to the academic side of the organization, he works very closely with residence life staff. “They are my mentors when it comes to understanding how residential life and student affairs operate, so, we operate together.” This is not unlike Cresthaven and its approach to linking academic programming with residence life. In both cases, service-learning is viewed as a tool to enable faculty to link academic goals to residence hall environments, working with professionals in the Department of Residential Life to expand the campus academic experience for students. At Brighton Falls, this faculty member sees his role as one that collaboratively creates an integrated experience. He sees the experience as a structure for learning that straddles the academic curriculum and co-curricular life, creating a cultural shift between the two traditionally separated divisions.

Cooperation and service

Cooperation is integral to collaborative work but they are not synonymous. Cooperation focuses on achieving common goals and purposes but on a more independent level. Purposeful cooperation exists at the three research sites but not necessarily to the same degree or operationalized in the same way. At Cresthaven the Director of the OSLCSP who reports to the academic dean through the Director for Special Academic Programs helps to provide site coordination for community service programs and short term volunteer projects. He works cooperatively with student affairs and the chaplaincy to accomplish this. At Beaver Bridge the service-learning office reports to the academic dean and works closely with the college's long standing student-led volunteer program, which is housed in the Division of Student Life. At Brighton Falls the OSLCSP is linked to both faculty and the Division of Student Affairs through an indirect report to the Provost. An advisory committee and an internal network at Brighton Falls of service-learning advocates bring constituents together from across divisions to expand and enrich service initiatives and build community partnerships. Their cooperation strengthens relationships within each campus and their respective external communities, with each institution more unified in its work.

The first research question analyzed separate purposes and responsibilities of academic affairs and student affairs divisions, with emphasis on organizational structure and the divide between divisions, including siloed structures that perpetrate and restrict fluid and integrated work environments; distinctions between the work of student affairs professionals from that of faculty; and stereotypes that may interfere with relationship

building. Discussion of research question two focuses on the characteristics of the separate cultures that distinguish academic affairs and student affairs, with particular emphasis on the subcultures within divisions.

Theme 2: Faculty Culture and Relationships to Student Affairs

“I have never been able to buy the idea that the only people who can talk to faculty are other faculty members ... that’s the genesis of the great divide and that’s just foolish.”

Dean of Students, Beaver Bridge College

Disparate cultures

Separate purposes and responsibilities that distinguish academic affairs and student affairs reinforce the cultural attributes of each division. At Cresthaven, however, faculty and student affairs staff have begun to work more closely to lower the barriers between divisions, making connections between academic work and residential life.

Brighton Falls has long been in the forefront of a similar approach through the creation of living and learning communities in their residence halls. At Beaver Bridge, there is less evidence of such collaborative projects although an example might be the credit-bearing course required of first year students and its connection to the extended orientation program delivered by the Department of Student Life in the first semester. However, what makes this example less strong as an example of collaboration is that all first year students do not engage in service due to the structure of the course, and evidence of intentional relationship building between the instructors of the course is lacking.

Academic culture is understood to encompass multiple cultures or subcultures that are influenced by differing interests and needs of faculty, creating segmentation of the academic arena away from other divisions of the organization. In addition to their discipline, faculty have allegiance to the academic department, the college or school unit in which they are organizationally located, and their relationships to students and the classroom. Each area of faculty responsibility and the relationships that result from the intersection of these multiple allegiances shape their work culture and impact their relationships with staff in the Division of Student Affairs. This does not mean that faculty and student affairs professionals should not engage with each other on work that can be defined as common to the institution. As noted previously, the Dean of Students at Beaver Bridge supports this contention. At Brighton Falls, the Dean of Students sees a whole area of cooperative work between faculty and student affairs professionals but points out the need to tread carefully with faculty when attempting to influence their work. "It's about relationship building and an informed process that can achieve goals through these relationships."

At Cresthaven, the Dean of Students uses *interdependence* conceptually and in practice, believing it to be the mechanism to break down the silos that continue to separate faculty from student affairs in their work. In her view an interdependent relationship between divisions can allow for the purposeful growth of Cresthaven's students and the intentional integration of academic and co-curricular programs. She understands that student affairs staff need to be connected in more concrete ways to faculty to understand the historic and complex dimensions of faculty culture, factors

related to scholarship, and characteristics of identities within the academic disciplines. Lack of understanding of each other's responsibilities appears to perpetrate the structural boundaries that separate faculty and student affairs staff, promoting an inability to change the existing cultural norms in each division.

Career factors

The cultural divide between divisions is further distinguished by the emphasis on employment stability among faculty and issues of career mobility for student affairs professionals. Faculty have historically been rewarded for their scholarly endeavors with student affairs work viewed through a different lens – a view that holds them responsible for supporting student growth, whether through social, psychological, or emotional supports or academic resources for such needs as tutoring or testing accommodations. Student affairs personnel have a particular kind of training with emphasis on student development. Located parallel to academic affairs organizationally, the two cultures should be able to work together. Yet, with their various and discrete practices, each division competes on a number of levels, most particularly for the limited resources to support each division and, for faculty, their authority over the academic curriculum.

At Brighton Falls, there is a particularly steep and layered infrastructure in the Division of Student Affairs with its departments representative of functions to support students on multiple levels including, among others, tutoring and counseling centers, international student services, judicial affairs, community service and volunteer programs, career services, and student activities. The division provides diverse career tracks in which student affairs professionals can move with long term employment

options that range from administrative staff positions to those with supervisory and institutional leadership opportunities. The Associate Director of Student Life at Brighton Falls is a graduate of the institution and has held positions in various student-related areas of the college. In her current role she works across units of the institution including academic affairs to implement first year orientation programs. She works with the OSLCSP to link the student community service and volunteer activities overseen by her office with the work of the service-learning office. She works closely with faculty who are advisors to official clubs and organizations and, as part of her role, is connected to all student organizations that have service activities. In the period of her connection to the university, she has developed important and strong relationships across divisions that serve her in her work.

The Associate Director of the OSLCSP at Brighton Falls is another example of a staff member who has a long affiliation with the institution, moving within the organization to various offices that support students. Once located in the Department of Student Life she now works in what can be considered a bridge capacity due to the positioning of the service-learning office in academic affairs. Her role and the work she has done with the advisory board and with the creation of the faculty and staff network to promote service closely links the service-learning office to departments within student affairs.

Methods for evaluating faculty and student affairs staff also contribute to the disparate cultures that characterize each division at the research sites. While professional development, conference presentations, and earning advanced degrees contribute in

important ways to the work life of student affairs professionals, the triad of teaching excellence, scholarship, and institutional service continues to predominate the choices that faculty make to define their professional lives in the organization, influencing their motivation to work outside the academic realm in cooperation with student affairs. The emphasis on scholarship, particularly as faculty achieve distinction in their fields, contributes to the promotion of a unique faculty culture that strengthens rather than relaxes the boundaries between each division. The faculty on each campus have little understanding of how professional staff are compensated or how their performance is reviewed. According to the student affairs staff interviewed, they know a little bit about tenure but not much detail about the review process or about the requisite or expected scholarship for faculty to achieve tenure and long term employment.

Faculty reward systems

A psychology professor at Cresthaven believes that with the structure of the OSLCSP and a director there is greater incentive for faculty to become engaged in service-learning. "If more and more faculty can participate, not that they shouldn't do more traditional scholarship but there are a lot of examples out there about the Scholarship of Engagement, you know, Boyer's work, community-based scholarship." She contends that it is a lot about how the institution values service-learning and how it will be perceived in the tenure and promotion process. According to the faculty interviewed, changes in the reward system are associated with *thinking differently*, not just for faculty but from the top of the institution down, moving toward a traditional model of tenure and promotion in which the structure of teaching and learning is

reframed through an interdisciplinary lens, where scholarship is redefined to provide more opportunities for faculty to integrate applied approaches to research.

When asked about supports for faculty to do service-learning, particularly in relation to reward structures, faculty at Cresthaven do not believe they are supported very much. "In words they do - they created the office [OSLCSP] that has standing in the [institutional and external] community; but I'm really thinking about something bigger to really help people make connections to the work in the classroom." A colleague of this faculty member laughed when asked about how her institution demonstrates its value for her service-learning work. A tenured faculty member who has been at Cresthaven for more than twelve years and a faculty member in higher education for almost thirty years, shook her head and made a thumbs-down gesture. "It probably could work against you unless you had everything perfect [referring to the faculty package of teaching, scholarship, and institutional service]. My personal opinion is that it will work against you." She went on to say that being tenured was one thing but that in the annual review process, "it doesn't give you a penny more in raise...at least not for me. And for the few faculty [colleagues] I know well enough to speak with on this level, you don't get raises for what we do. It's an issue." However, counter to that argument, a long-term faculty member at Beaver Bridge talked about the supports that she receives from her academic dean for service-learning work that she does over the summer, enabling her the time to revise her service-learning courses to make them more structurally efficient, more comprehensive in content, and more effective in outcomes.

One faculty member at Beaver Bridge teaches in a professional program and indicated that the faculty reward system is an issue. “If more and more time is going into scholarly productivity then it is questionable about whether to do a labor intensive course like service-learning.” She is tenured but emphasized that “it can’t hurt – but in the long run, [monetary] rewards go to highly productive publishing faculty.” Beaver Bridge is fairly flexible about where their faculty publish so the potential to move into another arena that is related to community-based work such as service-learning can be an option. “It’s okay for me to do more applied scholarship – I am not writing about it now but I could – it’s a direction that my teaching has taken so I could move in that direction with my scholarship.” Yet, depending on the division of the college, faculty scholarly identity may not be as diffuse. In teaching, according to one faculty member at Beaver Bridge, breadth is everything, but with scholarship focus and depth is critical for recognition and for it to count in the reward and performance evaluation system. Supporting the perspectives of this faculty member, the Dean of Arts and Sciences at Beaver Bridge said that scholarship is defined very expansively. It is discipline-based and is inclusive of Boyer’s Scholarship of Engagement. However, she also pointed out that faculty tend to see their scholarly work in terms of their own discipline. She has encouraged staff in the OSLCSP to reach out to the faculty they are working with to collaborate and publish in the area of service-learning, to make connections between their experiences in the community and their disciplines – an applied approach to their scholarship. “I have been trying to encourage this kind of collaboration but I am not seeing a lot of activity – [that is] faculty integrating service-learning with their scholarship.” Most faculty at Beaver

Bridge have not shifted their views of scholarship to think about how service-learning and community-based work can be integrated into their research.

In terms of the reward system, Brighton Falls is heavily invested in traditional evaluations of scholarship. A department chair indicated “The only place I have to reward service-learning is to recognize that faculty put in more time; I can note that in their evaluations but that is all I can do within my ability to reward.” An associate professor on this campus usually advises tenure-track faculty not to engage in service-learning unless they can get extra support. “But, they don’t always listen to me because they are so excited [about the potential of service-learning]. I worry for them.” And at Cresthaven, a faculty member sees service-learning being valued but only on a superficial level. She indicated that teaching is ranked first, with scholarship and service tied. For tenure, scholarship has to be high and there has to be some service that is significant. “Junior faculty are trying to get their publications out and then they are scrambling to get their teaching under control. It’s very stressful – I wouldn’t want to be there again.” The President at Cresthaven strongly concedes that “service-learning is not a substitute for scholarship but it can be a part of scholarship if it’s done correctly.” When Cresthaven evaluates for tenure faculty are evaluated for their effectiveness as teachers, then their impact and productivity as scholars, and then their service to the institutional community and the wider community. “Service involvement - I think it can make them more effective teachers. We don’t use a point system; some [faculty] have successfully integrated it into their scholarship but it’s something we do because we think it’s essential to what faculty do. And if it doesn’t then you don’t get credit for it.” Service-learning,

when done well and effectively integrated into the curricular work of the faculty, can produce strong student outcomes and therefore may be reflected on the teaching evaluations of faculty. But, according to faculty, to support them and to build capacity for them to engage in service-learning requires that there be mechanisms within the institution on a structural and disciplinary level that demonstrate not only to faculty but also the institution at-large that service-learning work is recognized and that the value of service-learning is integrated into the review process.

The Dean of Arts and Sciences at Beaver Bridge uses occasional rewards that are symbolic in nature to recognize service-learning work. However, as appreciated as symbolic rewards may be by the faculty, they are not viewed by faculty as appropriate substitutions for the traditional reward structures. The Dean at Beaver Bridge understands this but feels that she is limited in what she can do beyond symbolic and occasional rewards. She supports a flexible approach to scholarship that allows faculty to build in their service-learning work with their discipline-based research and encourages the service-learning staff to work with faculty on research that connects faculty courses with the service-learning initiative on the campus. However, she also understands that service-learning work needs to be highly valued by the administration in their tenure and promotion processes and built into the governance structure of the organization.

Views of the structural divide

Higher education organizations have shifted since the early 1990s attempted to develop stronger relationships between academic affairs and student affairs. The efforts, however, have achieved only limited success in bringing the divisions together.

The separation is evident when community service is embedded in student affairs and service-learning is tied faculty and academic affairs (J. Saltmarsh, Personal Communication, October 4, 2005). Who (that is, the role) you speak to provides different perspectives of the cultural divide. At Brighton Falls, the President does not see a divide. "My impression is that there is a close relationship and the potential for strong integration [between divisions]." Yet the Dean of Students at Brighton Falls has a somewhat different perspective. In his view, although student affairs can facilitate expansive co-curricular programs and make connections indirectly to the academic life of students, they cannot tell faculty what they must do or how to become involved. "This is the purview of the academic deans to motivate their faculty buy-in." An example the Dean of Students uses is the learning community model. The President supports greater integration of co-curricular and academic life through living and learning environments that connect intellectual experiences with residential life. He wants every student to have this experience. "We tell the President, we're committed, we have staff, we have the facilities, we've set aside some money to do it, but we can't ... we can't provide the academic leadership that you want". Frustrated, the Dean of Students emphasizes the disconnect between the academic deans and the Division of Student Affairs. Student affairs has resources and staff to support initiatives and the academic deans could motivate faculty participation and provide appropriate workload arrangements to support such projects. But overt efforts at collaboration coming from both sides of the organization are missing.

According to the Dean of Students, "If we had someone whose job responsibilities on the academic side was to [be involved] with these learning communities to make them work, we would be over there in an instant." He believes that further growth in this program will require academic affairs to declare that this is important. He sees most of the academic deans engaged in their own issues related to changes in the curriculum, worrying about their enrollments and faculty lines. "I just don't know if they can get to those things other than basic survival stuff; and that's why it's going to take central administration and academic leadership to make this [service-learning] a priority." It was apparent from the data that the Dean of Students at Brighton Falls strongly believes that senior administration, particularly the academic deans, are in critical roles to create mechanisms that encourage and motivate faculty to engage in discussions to move service-learning beyond its current state to one that is fully embedded into each of the academic units of the organization. However, interviews with other senior academic leaders (academic deans, department chairs) emphasize that there is disparity of opinion between senior administrators on this campus about creating the mechanisms to motivate these behaviors among their faculty.

The structural barriers between academic affairs and student affairs divisions can influence the development of a shared vision for a holistic and integrated experience for students. The Dean of Students, however, at Cresthaven feels a softening of the barriers and a sense of teamwork between divisions that is spawned not only by an overlap of function but also due to the changing needs of students. "There is an attitude here, and I wouldn't call it...well, its *becoming* a practice. I wouldn't say it's always been but it's

becoming more of a practice.” She sees more consulting, collaborating, and cooperating between the two divisions. “When there are areas that have some overlap, that have the potential for overlap, we try to work as a team ... it’s very hard to have that pronounced division between the two areas and be true to the mission of the college.” The Dean of Students at Brighton Falls believes that he has to think of the culture of the institution, particularly the faculty and student affairs cultures keeping each other at arms distance. “But I know there are many of us in student affairs and those in academic affairs who have managed to get through that ... wherever I’ve been there has been a distant relationship but with some occasional collaboration.”

The second research question on faculty and student affairs cultures analyzed the relationship between academic affairs and student affairs divisions. The data emphasize the need for faculty and student affairs professionals to understand each other’s work life. The faculty reward system, moreover, may serve as an impediment to more collaboration between the divisions. The academic culture acknowledges the inextricably linked relationship between teaching and learning. Research question three addresses the structural relationship between academic affairs and student affairs contextualized by faculty authority over the academic curriculum.

Theme 3: Faculty Authority over the Academic Curriculum

“The faculty have control of the curriculum. There is a very strong faculty governance and so I can encourage, I can cajole, I can give the occasional reward, but ultimately the faculty member has to decide for himself/herself the commitment they want to make.”

Academic Dean, Beaver Bridge College

Curriculum development

Located at the core of faculty work is the academic curriculum, which is distinguished from the commonly referred to *hidden curriculum*, which consists of the structured co-curricular programs that are designed and taught by student affairs professionals and provided to students through residence life, student activities, athletics, community service offices, and formal clubs and organizations. These co-curricular programs teach students about diversity and multiculturalism, leadership and social change, health and wellness, and community advocacy. But the informal curriculum is not valued by faculty in the same way that learning in the classroom is valued. According to the Dean of Students at Brighton Falls, “there are stereotypes associated with student affairs and the people who work in student affairs; the kind of teaching we do is not real teaching, it’s not rigorous enough.” An example at Cresthaven illustrates this point.

When student affairs professionals with advanced degrees developed courses in multicultural education and leadership, the Curriculum Committee “threw it out because they were too touchy-feely, not rigorous enough.” However, even tenured faculty have difficulty with curricular governance, particularly when committee membership includes many faculty who do not have experience with service-learning.

Reflecting on her experience to bring her service-learning course forward for approval, an associate professor talked about the committee micro-managing syllabi details and second guessing course authors who have expertise in service-learning pedagogy. "I think to do a [service-learning] class you really have to get down the readings and spend time talking about the real learning that is happening in the community." She believes that sometimes it is necessary to have a kind of loose syllabus so that when students bring a concern to class the faculty can deal with it. She emphasized that the scheduled topic of the day may not be able to be discussed due to other issues emerging from the sites that are more crucial to address. The topic of the day may turn out to be an unknown until the class convenes and students begin to share experiences. But curriculum committees in their charge to ensure academic integrity of the curriculum often cannot see content with the passion and depth of feeling identified by the author. The process is frustrating when the committee recommends additional readings or assignments that are without meaning for the structure and purpose of the course. In this faculty member's view too many readings allow students to skim rather than get to the heart of the matter. "Skimming weakens the debate and the learning but the Curriculum Committee wants to see lots of books and lots of pretty academic stuff that doesn't necessarily lend itself to a service-learning course."

At Brighton Falls, the Director of Student Life indicated that a number of professional staff in his department teach courses in the academic curriculum although they do not hold faculty rank. The Director was clear that courses taught by those in his division provide direct involvement with the formal curriculum. The courses that the

Director and members of his staff teach often include experiential components including service activities. "If I am teaching a course next fall I will probably call the OSLCSP Director and say, 'here's what I am thinking about, what are your thoughts about this?'" The Director of Student Life reports using the service-learning office as a resource to help him structure his course in a way that is effective and appropriate for targeted outcomes.

At Brighton Falls, a professor of developmental psychology struggles with the idea of faculty ownership of the curriculum and what it means to institutionalize service-learning. She would rather see that it be made a central part of many different majors across academic units. In her view, "that would be the way it is institutionalized...because faculty in each major, for example, say it's a core approach to the way we teach our discipline and not because the university says everyone has to do service-learning." This faculty member has concerns about mandating academic requirements that students are not prepared to participate in, "but if it is embedded into the majors they will have a real chance to learn what service-learning is and what it means to learn from, work with, and serve all at the same time."

A senior lecturer at Brighton Falls defines service-learning as high stakes learning. In his view anytime you get students out of the classroom you are involving them both within and outside the university. "Whenever someone is looking to receive a service you up the ante both from the responsibility of the instructor to be the facilitator and the responsibility of students to produce high quality work." Yet, service projects sponsored and organized through student life get students into community settings as well

– and here, learning takes place but without the formal structure and academic resources found in the classroom. With reflection on experience becoming more mainstream in student affairs programs that include community service, volunteer work, and leadership training, *service-learning* outcomes in student affairs-sponsored programs can become more closely linked to the academic service-learning done in classroom settings.

Interpretations of service-learning

Multiple interpretations of service-learning exist on each of the campuses. A department chair at Brighton Falls believes that service-learning is interpreted through the disciplines. “I think there are a lot of different levels of service-learning so maybe there is a general understanding but people just do it on different levels. Is there a definition we use at Brighton Falls? I don’t think so.” A faculty member emphasized the difference between studying a problem and participating in the solution. “When students ask what is different in our department I tell them that we do, we don’t just study; we give you the tools so you can go out there and solve some problems – we don’t just study the problem.” In her view there is not one definition, there is not one single way of interpreting service-learning across the campus. Different pockets within the organization interpret it differently. However, the Associate Director of the OSLCSP emphasizes that an institutional definition of service-learning was approved by the administration when the office was created. The definition shapes the criteria for service-learning course designation and is used to train faculty in service-learning pedagogy. The President indicated that the standardized definition of service-learning that guides course designation supports the degree to which he believes service-learning is institutionalized

on the campus. But, according to the Associate Provost, “while there is a definition, there shouldn’t be.” In her view the way *Service Learning* came into the university was through many activities that were *service-learning* but that didn’t become associated with the service-learning office. There were places on the campus where service-learning had been going on for a long time. “It depends on who you are talking to. I guess I would say there is a single definition, there is not a single practice – that would be the clearest way to explain it.”

An associate professor at Beaver Bridge noted: “I don’t know if there is a shared understanding and perhaps differences in the way it is implemented...or is it that there is not shared understanding? As I understand it different professors do it differently.” So the issue may be more about different ways to implement service-learning in courses, variations in its integration into a curriculum, and the need for a broader understanding of what service-learning is intellectually.

A chaplain at Cresthaven explained, “I don’t think everyone has an operative for it – look at me, I don’t have a quick sentence to give you and I probably know more about it than most people who work in the area.” If you are not a faculty member who is actually doing service-learning and if you are a student affairs professional, the chaplain does not think they know. “I mean, they may have some kind of a frame of reference but [there is] not a universal understanding.” A different point of view was articulated by a Cresthaven faculty member, “We have seen it [service-learning, credit-based community work] as a way of maybe living out the mission of the college on the academic side.” But from the perspective of the Assistant Dean of Student Life at Brighton Falls, there is a bit

of controversy about how service-learning is interpreted. "I think the President sees service-learning as something that happens in the academic arena and is done by faculty [as part of the curriculum]." However, the Assistant Dean has colleagues in student affairs who believe that service-learning is the intentional link between engagement and service and specific learning outcomes. "There is a tension between where learning can happen; that it happens through the formal curriculum through faculty versus more broadly through other forms of campus experiences. But, I would have to say that [from the perspective of] the leadership at this institution – service-learning is what happens in the curriculum." The President's view is that service-learning is progressing well particularly with the establishment of an office to promote community partnerships, provide training for faculty, oversee a faculty fellow program, and support faculty in the creation of more service-learning courses: "but, I am always impatient; I am disappointed that – well, things are moving slower than I would like. My ideas of service-learning are probably more narrow in definition than others would like." Although he believes that a strong relationship exists between academic affairs and student affairs, the President does not necessarily associate that relationship with the growth of service-learning or with other types of academic initiatives on the campus.

An assistant professor at Brighton Falls believes that for those who use service-learning pedagogy, who have gone through the training sessions, and who use the OSLCSP for resources to support their service-learning work – then yes, there is a shared understanding among those who are engaged in the work. But for those faculty who are not directly involved in service-learning as part of their academic work, and for students

who register for designated service-learning courses only to find there is a community component involved in the course, no – the definition and the meaning are not generally shared or understood across the campus.

Time

One of the main concerns related to service-learning course content is the need to recognize temporal issues that impact the delivery of quality service-learning courses. The ways in which reflection is integrated into service-learning courses are sensitive to time. At Brighton Falls, a service-learning course can be four credits to allow for the addition of service-learning content to a regular course. Teaching a service-learning course every year means that every three years faculty are technically teaching an additional three credit course yet are not recognized through course release or other form of compensation. A possible exception is recognition in annual performance evaluations, which may or may not contribute to a salary increase. Added to this dilemma for faculty are the logistical issues associated with organizing a service-learning course including sites and placements, relationships with agency contacts, and transportation for students who in many cases are going into marginal areas of the community and for whom safety and risk are issues that faculty must be aware of. In the experience of an associate professor at Brighton Falls there is one young female student who doesn't want to walk home alone. The faculty does not want to be responsible for requiring her to do that. "I don't want to get in the way of her experience...I don't want to be the one requiring it without really honoring that her fear is real, and may come from past experiences, or friends, or just lack of experience."

At Beaver Bridge, a sociology associate professor shared her experiences and the complexity of creating service-learning courses. She has been engaged in service-learning work for several years. Each year, however, she has tried a different approach to site selection, coordination of logistics, and identification of relevant service projects required for her courses to offset difficulties in prior years. During each experience she used the OSLCSP to assist her in the design of her courses and in the identification of community partners. What is of most concern to this faculty member is creating uniform experiences for students in each of her courses. "The difficulty has been to find sites where students have opportunities for deep reflection. I haven't been able to create a uniform experience from semester to semester. And with the fragmented schedules that students have, helping them figure out the time to engage with the site and to have meaningful experiences is difficult." The time she has spent on implementation and identifying quality experiences for students, not to mention the time spent each semester restructuring the course, can be seen as constraints.

The founding director of the OSLCSP at Brighton Falls has been engaged in service-learning for many years, but feels that "the biggest barrier [to service-learning] is time." Her heavy workload with high expectations for research generally extends into weekends, stretching the requirements of her position and restricting time that could be devoted to further developing service-learning experiences for her students. Time becomes an issue for faculty when course design precludes the time needed to fully integrate reflection into classroom sessions. One faculty member at Beaver Bridge noted: "There are so many students I cannot take time in class for check in – we only meet once

a week.” In this course shared oral reflections of experience in the classroom setting is not happening on a consistent and regular basis. Rather, written reflection through journals and final papers are utilized, diminishing the immediate reflective learning that can take place in shared conversations soon after the experience has occurred. However, a faculty colleague from the same campus took an alternative view. “In my course the things I want my students to really spend a lot of serious and critical time reflecting are on issues of race and class and social differences.” Since she is in control of her time and the pacing of the course she can slow things down for more reflection and turn a class over to something specific; she has the power to do that. It is not necessarily a time issue but maybe one of balancing the parts of the course, the readings and other kinds of exercises in the syllabus, and not the issue of inadequate time for reflection. “However, after you’ve done it a couple of times, hopefully those issues are minimized.”

At Cresthaven, a psychology professor has often thought about integrating service-learning into her child development course. “But my problem is that there is so much material and only thirteen weeks; can I do justice to a service-learning component when there are so many scientific concepts that are so important to that course?” She has them read research and do observations but questions being able to do all the other things she is committed to do for the integrity of course content. “But I do think about it, that this is the logical place. It’s just difficult with timing...not the time to organize it but the time in class sessions to integrate it into the course.” A colleague at Cresthaven laments, “I would be a better teacher if we had labs...I say this to the Director of the OSLCSP, that every service-learning course should be set up like a science class, with what you

learn in the lecture hall and what you learn in the lab.” The reflection really hinges on that last paper that they write which, in her view, are usually good enough so that she is willing to go without a lab. However, she points out that it would really be better if faculty could build in what’s happening, what’s in the final papers in smaller chunks throughout the semester “because they would trigger with each other what’s happening at their sites. They need to listen to each other to reflect on what’s happening to them; they will grow more if they hear each other.” In this case reflection is written, not orally shared within a structured setting. A professor of sociology shared her frustration with a colleague who decided to require service for a course but without guidelines, preparation, follow up, or reflection, “who just said ‘go out there and find a place’.” Good service-learning is in question particularly when colleagues see in others the dangers associated with unstructured and unsupervised experiences.

A senior lecturer at Brighton Falls became aware of service-learning through the OSLCSP and workshops designed for faculty. “I came away with the idea that at the center of service-learning is reciprocity and reflection – so true reciprocity is an experience in which students are having the really top notch learning experience to apply what they are learning.” In his view students are pushed to do their own research on some level, to become very professional in what they do. This is the learning part and this is where the reflection piece comes in. “I sort of believe in the reciprocity piece, but in terms of the service stuff, I have really come to believe that the reflection piece is absolutely critical to the learning.” An associate professor at Brighton Falls believes that service-learning courses need refinement to help produce better student outcomes. “I am

trying to teach them what it means to serve and learn, what it means to critically reflect on their experiences, what it means to use the literature and the research of human development to make sense of their experiences, and to use their experiences to make sense of the literature, using each to address contradictions.” However, she finds that they are struggling with understanding what it [service-learning] is and when they are doing the critical reflection journals, it takes them to the end [of the semester] to get it and that’s much too frustrating for all of us.” This faculty member raises the issue of how service-learning courses can best be structured to allow time for reflective learning in a paced manner during the semester rather than at the end when students just begin to get it.

Teaching assistant programs

The Teaching Assistant (TA) Program for service-learning courses at Brighton Falls is a real boon for faculty and helps to resolve some of the temporal issues that faculty complain about. Generally funded by the institution and given to school deans to distribute, hours per week range from ten to twenty per TA per course. However, at Brighton Falls, when the TA time allocation gets down to ten hours per week, there is just not enough time to support faculty. The TA, usually an upper level undergraduate (or a graduate student) who is clearly well-versed in course content, may prepare the guidelines for using the readings, evaluate students’ reflective journals, supervise students to some degree at their sites, and trouble-shoot issues at community sites. On some campuses, the TA interacts on a regular basis with the OSLCSP staff, requiring more time than the TA program allows. Faculty interviewed at Brighton Falls concur that

having a TA is much more valuable than compensation, although one faculty member feels that if a service-learning course counted as two teaching units, then the TA would not be needed. The course would be complicated to coordinate but she would have the time to do it well because of what technically would be considered a course release, restructuring her workload to concentrate on coordinating the details of the course.

At Beaver Bridge, a Student Assistant (SA) program for service-learning is connected to the OSLCSP and supports faculty in a similar way to that of the Brighton Falls TA program. The SAs assist with all of the administrative responsibilities connected to a service-learning course, working with faculty and students in a non-teaching role. However, the use of a SA also requires faculty time to organize and coordinate the work that will support them in the teaching of the course. Unless there is a strong partnership between the service-learning office, the SA, and the faculty member, things can go awry with faculty picking up the pieces to salvage the experience for students at the end of the semester.

Research question three, faculty authority over the curriculum, identified issues related to faculty purview of academic programs and the role of curricular governance. The analysis included the distinction between the academic curriculum and the hidden curriculum that is associated with student affairs; stereotypes associated with student affairs work; lack of consistent interpretation of service-learning; dimensions of time; and structured mechanisms to support faculty in service-learning.

The roles and responsibilities of senior academic leaders are understood on different levels, shaped in part by the complex structures of the organization's hierarchy

and its reporting lines and by the academic philosophy of the institution. The fourth research question examines the senior academic leadership in relation to motivating collaboration between academic affairs and student affairs.

Theme 4: Role of the Senior Academic Leadership to Motivate Collaboration

“What integrates all of this is the students’ experience – the same students working in many aspects of the college and because our staff and faculty are very committed to the students, very student focused, the need to integrate the student experience draws the staff and various divisions into cooperation.”

President, Cresthaven College

Senior academic leadership

The sites in this study have a sitting president; one organization has a provost, with student affairs and academic deans reporting to this office; in the two other organizations, academic affairs, student affairs, and their respective deans report to the president. According to Weingartner (1996), the primary functions of senior academic leaders, which include the president, provost or chief academic officer, and academic deans, include three areas of responsibility: administration of the academic curriculum, oversight of programs that provide guidance and academic support for students, and maintenance of and support for the faculty. Senior academic leaders can play critical roles for motivating faculty to engage in service-learning and to collaborate with student affairs divisions. According to a faculty member at Cresthaven: “I have to say, that the leadership of [our president] has been important. From public statements and [the] overt

valuing of our connection to the community...these things and others that the college is doing are quite important to me.” At Brighton Falls, the President is outspoken in his support to grow service-learning, believing that all students should have the experiences that come with a well structured service-learning curriculum. In the view of one faculty fellow in the OSLCSP, the President’s leadership has been important to service-learning work. The President put forth an academic philosophy emphasizing an interdisciplinary educational thrust, thinking broadly about how educational experiences are delivered, how to focus on real world problem-solving and, playing into this, the integration of the ethical dimensions that are central to the university’s mission. But in the view of the Director of the Office of Community-University Relations, much counts on the Provost. Service-learning needs to be funded and it needs faculty investment. Institutional commitment needs to come, not only in words, but in the actions of the Provost to support faculty in the implementation of curricular change.

The Associate Director of Student Life at Brighton Falls believes that the current President has a real understanding of service-learning that surpasses previous administrations. “There are a handful of us in student affairs that work closely with academic affairs so I feel that my role is a major contributor to creating a bridge [between divisions].” Many student affairs staff at Brighton Falls teach in both academic and co-curricular programs that expose students intellectually to academic work as well as to areas that are more traditionally associated with student affairs programs including leadership, appreciation of diversity, health and wellness, and multicultural education. The data indicate that this occurs on all three campuses, providing a form of bridge-

building between divisions that often integrates experiential learning in classes that are delivered by student affairs professionals.

All deans report to the Provost/Chief Academic Officer at Brighton Falls. The President likes this structural alignment with the role of provost defining the academic and curricular dimensions of the institution. But the former director of the OSLCSP and professor of psychology knows that there are many high priority items on the Provost's agenda, and it will take time to coordinate those initiatives. This faculty member thinks that "It is really up to the Provost for the resources we need to come our way and for reassurance that the service-learning initiative will be supported." If the Provost and the President advocate for service-learning publicly, it is perceived among campus constituents that it will grow with the campus viewed as a leader in service-learning. However, she also thinks it would be very easy for that not to happen. "We are going through a transition and risks and rewards are being intensified around scholarship; when that happens other things become somewhat lower priorities." This faculty is clearly aware that there are ranked priorities in the organization. Her fear is that service-learning may fall low on the list of those priorities and that its momentum on campus will slow. The President at Cresthaven is also realistic about initiatives like service-learning, understanding that paying attention is essential or "those things can always fade. It is important to have leadership [like a director of the office] to pay attention to it, find participants, and support those who are already involved."

Although he believes that the Provost is not going to let service-learning slide down the list of priorities, the current Director of the OSLCSP at Brighton Falls is not

sure how to read him. “We’re not entirely clear about where he stands on this. He’s been present for both presentations that we’ve done for faculty senate and he came to a community-based research symposium. He did a lot of listening to his credit. But we are still not clear.” The Director of Community-University Relations is strongly supportive of the work being done by the Director of the OSLCSP. “He has been a voice to help institutional constituents from the President on down understand the underlying philosophy and educational value of the community partnerships that grow out of pedagogical change such as service-learning.” She also talked about the values of those partnerships that breathe new life into faculty work and the way they teach. “It has a huge impact so it has a lot of curricular influence. He [the Director of the OSLCSP] is an important catalyst in moving things forward.” But, she reiterates, although the Director of the office is a voice to and of the faculty, it is the critical role of the Provost to provide the funding and support for faculty that will motivate them to engage in service-learning.

Communication

The responsibility of the senior academic leadership of the institution to motivate collaboration is the facilitation of high levels of communication embedded into the culture of the campus in a way that encompasses all units of the organization. Collaboration is often defined in terms of high degrees of communication that is practiced across divisions. An example from an associate professor at Brighton Falls is illustrative. “It all seems very separate; I oftentimes hear about things that student life and organizations sponsored by student affairs are doing that could be fantastic for my students to go to.” In her view it seems targeted more towards students in various

organizations and not tied to classes. “So maybe they are bringing someone to campus for education or some training, like speakers or performers and, you know, some of these clubs are service-learning oriented. If I knew about it I could get my students to attend.” However, she further pointed out that “We academics do all this stuff. We don’t always open it up to the larger campus. A few times I’ve tried to integrate but the most I’ve gotten is someone from the OSLCSP to [speak to my class]. I haven’t figured out how to connect.”

Collaboration

At Cresthaven, the Dean of Students is enthusiastic about a new initiative they are working on *collaboratively* with the faculty, a universal first year experience. “First year student affairs educators are working with faculty, developing curriculum in themes or clusters such as leadership, multicultural education, wellness and care, that is outside of the classroom and linked to the residence halls to round out students’ experience.” From the Dean of Students’ perspective, this is a way to think about collaboration with faculty and to support the development of service-learning, particularly in certain of the clusters. “We would expect students in the social justice cluster to gravitate to service-learning [that is done in the academic curriculum].” She remembers when service-learning first began to be talked about nationally and thought, as an educator, “this is the perfect area around which to break down the divisions and the gap between academic and student life, to build collaborations between those two.” The residence hall initiative is an example of collaborative work that required support from the Academic Dean and the President to engage faculty with professional educators in the Division of Student Affairs. And,

although senior leaders may have little influence over the day to day activities that comprise the work of department staff, they can and do provide symbolic support to motivate faculty and professional staff to move with an idea, beyond its conceptual design to implementation. In the end, where the idea originated, that is, with faculty or in residence life, does not really matter. Faculty and student affairs educators saw the need to initiate the process of designing a new program that would benefit students. How the idea was brought to the President is more important because of the collaborative nature of the project, the need to solicit support from the President's office, and the implications for additional funding that required the President's full support.

Participants on each of the campuses studied, particularly those situated in areas of student life and some of the faculty, acknowledge that good communication and cooperation can build toward collaboration where the mainstream practice across the campus is to support the integration of academic initiatives like service-learning. However, without the ability to develop strong communication lines among constituents to create collaborative environments and a culture that encourages cross-departmental work, tensions can emerge pitting divisions against each other in the search for resources. The senior academic officer may not have the ability to diffuse such tensions unless there is a climate within the organization that convinces faculty and student affairs of a unified effort to support the individual work of each division while emphasizing the need for collaboration to achieve institutional goals.

The senior academic officer can create a climate of unification between divisions and an environment that allows for pedagogical change to take place. This can be seen at

both Brighton Falls and Cresthaven campuses in their residence hall initiatives that required support from the senior academic leaders to bring faculty and student affairs staff together. At all three sites, commitment to and development of service-learning is evidenced by the creation of offices with funding for staffing, training, and other material resources to support service-learning. Senior leaders at each institution have supported structural units that can motivate greater faculty participation in service-learning, moving pedagogical change forward on each campus.

Research question four emphasized the role of the senior academic leadership to promote communication, cooperation, and collaboration among campus constituents. Participants in the study provided views about senior academic leaders and the criticality of those roles to initiate new practices to achieve educational goals.

The structure of institutions and reporting hierarchy influence infrastructure, campus enrollments, academic and co-curricular programs, and other characteristics that are unique to each organization. Research question five analyses the data in relation to separate reporting structures for academic affairs and student affairs, with emphasis on reporting lines and the divide between divisions.

Theme 5: Separate Reporting Structures for Academic Affairs and Student Affairs

“I sometimes hope that we would have a slightly different administrative structure on the academic side that would allow us more opportunity for collaboration; we haven’t quite made it here...those structural changes have not been made, so we do it in a messy sort of

way. There hasn't been the institutional structure to [help us make those changes] and permit widespread collaboration [between divisions].”

Dean of Students, Brighton Falls

Reporting lines

At Beaver Bridge, the academic deans and the Dean of Students report directly to the President with the OSLCSP reporting to an academic dean. At Cresthaven the deans report to the President with the OSLCSP reporting to the academic dean through a division director. At Brighton Falls the deans report to the Provost with the OSLCSP reporting, at this time, to an academic dean. In each institution, academic affairs and student affairs divisions are separate units, reflecting the traditional structural divide that is further defined by differences in their functions and responsibilities. However, Brighton Falls is somewhat of an exception from the two other campuses since the academic deans and the senior student affairs officer all report to the Provost. This can indicate that the gap between academic affairs and student affairs at Brighton Falls may not be as wide as that found at other institutions. From the President's vantage point, “What I like is...all divisions except the business units [of the institution] report to the Provost's Office, which defines the academic and co-curricular divisions...a direct connection.” This arrangement, however, does not change the parallel positioning of academic affairs and student affairs operations but it does emphasize a more direct connection for both divisions to the senior academic leader, which can provide increased opportunities for collaboration and partnership that build and sustain service-learning on the campus.

Reporting to the same senior officer permits increased emphasis on opportunities for deans in both academic and student affairs divisions to communicate more directly with each other. At Beaver Bridge, the Deans of Arts and Sciences and Student Life see each other regularly at meetings of the President's Council, with intermittent connections outside of this formal committee structure. Both deans, independently of each other, say that their relationship is collegial and cooperative. Yet, an example of their continued separation is highlighted by the Dean of Arts and Sciences who referred to an extended first year orientation program sponsored by the Division of Student Life in which all new students participate. Students meet for eight or nine weeks in this non-credit experience, a type of transition course that introduces students to college life and the surrounding community and addresses issues related to diversity, drugs and alcohol, and other topics for first time college students. The Dean of Arts and Sciences would like to see the course be more academic and have a strong connection to the curriculum. What is interesting about this example is that neither dean has initiated a discussion with the other to learn about the outcomes of a program that potentially span academic and co-curricular life. Each dean reports to the President. But, it is unclear where the conversations about collaboration take place, where they should take place, and who is responsible for initiating the discussion.

The founding director of the OSLCSP at Brighton Falls thinks that one hurdle is in the collaboration. She believes faculty assume that anything associated with student affairs is not intellectually rigorous. "I don't think most faculty understand the focus and intellectual training that most student affairs folks have...[or that] they understand the

sophistication of the role that student affairs folks have.” The perspective is that faculty think that student affairs is about helping students have a good time, interfering with the effective collaboration that might ensue if student affairs were seen to be linked to intellectually rigorous endeavors. When service-learning initiatives involve collaboration with student affairs, many faculty respond that service-learning is not really academic, so this is another fundamental obstacle that institutions need to address.

At Cresthaven, the deans report to the President in a loosely coordinated horizontal structure. According to the President, “We want to be entrepreneurial and I don’t want to be too rigid or tightly controlled. We depend on the fact that the major players work with each other in close contact. It allows [the structure] to be autonomous in some ways but allows proactive collaboration.” Traditionally on this campus the President has been very involved in internal matters, with the trustees not wanting a purely external president. In this president’s view, the close connections of each division to his office (academic affairs, student affairs, and the chaplaincy) allow him to monitor each division’s operations, which enable a concentrated emphasis on building strong relationships between units and working closely on matters that impact both academic initiatives and life outside the classroom.

Beaver Bridge represents a horizontal structure as well, but with several academic deans and a dean of students directly reporting to the President. With a more complex infrastructure than at Cresthaven, the Dean of Arts and Sciences at Beaver Bridge believes that the addition of a provost could inform the divide between divisions. “There are many faculty who are committed to co-curricular activities, and many [who] advise

clubs and attend events sponsored by student affairs. I think there is a real willingness to do this.” She believes that the faculty want much more integration, much more accountability which, in her view, explains why there is some resistance to taking additional steps. She assumes that a new structure may change that. With the potential addition of a provost to the reporting hierarchy of the college, it also appears that the OSLCSP would report to this new position, providing a distinct advantage for the service-learning office to be seen not only as an academic unit but one that is shared by the whole institution. This strategy is one that Cresthaven used when creating their service-learning office. At Cresthaven, although the service-learning office is located in academic affairs, it is understood to be owned by no one and shared by everyone in the college. This is evidenced in the collaborative way that service programs in both student affairs and the chaplaincy work with the Director of the service-learning office.

The organizational divide

A faculty member at Brighton Falls was unfamiliar with some of the jobs that student affairs personnel are involved in. “There is someone in student life whose job it is to work with students on volunteer services downtown – you know, it has always seemed to me rather crazy that that person was not offered more as a resource to faculty who were doing service-learning.” In her view this campus resource can try to bring students who are interested in service-learning (through student affairs programs) into academic courses. She finds that it feels very separate.

The Director of Student Life at Brighton Falls is frustrated in his attempts to connect faculty with events that are happening through his department. Academic affairs

works on a different calendar during the academic year from that of student affairs divisions and this makes communication hard. "We send email communication to divisions about events we are planning, for example, an international film program, and we never hear back from them. It is frustrating; we don't really understand it but we keep trying, especially when faculty are around." But the founding director of the OSLCSP feels that the purview of each division is distinctly different and goes well beyond the other. "I think this is true in higher ed organizations; there is this tradeoff. When you have hierarchical structures, I think there is the concern of each group that they will lose their purview and strength." She believes that when both units are pre-existing and have had clearly defined roles those units can come together as long as the new oversight is willing to expand its vision. However, she also believes that Brighton Falls may be less divided than most. "We are in general more collaborative and laid back relative to most other institutions."

A core faculty member at Brighton Falls believes that the OSLCSP has the potential to link divisions by providing cross-university communication. In her view, if there were something that got sent out from the service-learning office to keep people (campus constituents) informed about who is doing what and where, then "we could get educated as faculty and staff, but I don't see them yet as a means for doing that." On the other hand, the service network that brings representatives of service programs together each month to share information from across units of the campus is an example of a formal group that acts as a catalyst to facilitate cross-campus communication, potentially narrowing the gap between academic units and those that support co-curricular life.

Since the President at Brighton Falls sees a close connection between divisions and believes in the importance of having all academic and student affairs deans report to the Provost, the structure appears to support both cultures and motivate collaborative behavior between the two divisions. At Beaver Bridge and Cresthaven all deans report to the president, enabling the leadership of each campus to monitor all aspects of the organization as well as to maintain tight rein on initiatives that emanate from different departments of the college. This can work for small organizations that are lean in administrative structure; for larger organizations with more complex infrastructures it can also mean losing a sense of the details that are so essential to the work in each division. The interim layer of a provost between the president and academic deans may be particularly important to larger organizations with many more layers of reporting infrastructure. When the senior student affairs officer reports to the chief academic officer, the CAO may retain more direct influence over student affairs and there is potential for higher degrees of collaboration between student affairs and the faculty. The provost's role is to work toward integration in all areas of the organization, creating synergy to link the goals and initiatives of each unit, if not directly then at least through an understanding of the connections that each unit can have with others to promote and achieve an integrated campus. The outcome can result in relaxed barriers that promote cross-university cooperation.

Research question five analyzed the separate reporting structures for academic affairs and student affairs, emphasizing the separate reporting lines that contribute to the

divide between divisions, and the stereotypes associated with student affairs that influence their relationships with faculty.

The faculty leadership in academic departments and the role of the department system within the organization's structure wield strong influences on faculty socialization and culture. Research question six examines the academic department system and the role of the department chair to motivate collaboration with student affairs. For purposes of this study, the academic department is discipline-based, led by a faculty chair, and reports to an academic dean of the college.

Theme 6: The Academic Department System and its Influence on Collaboration

“A dean or chair can make a huge difference in the academic culture of a school; some chairs are very encouraging of service-learning; they provide rewards for it, they recommend increases when it comes time for salary review; [however] some other chairs might not have it on their radar.”

Academic Dean, Beaver Bridge College

Organizational structure and the “silo effect”

Institutions have utilized different structures to organize their academic departments. Beaver Bridge is an example of a small institution with multiple schools, each with its own department system designed by the traditional academic disciplines on the one hand and professional programs of study on the other. Brighton Falls, on the other hand, is a larger organization with multiple colleges. Each unit is shaped by majors and programs of study with the exception of the College of Arts and Sciences, which is

comprised of the traditional liberal arts disciplines. At Cresthaven, the leadership of the academic departments report to the academic dean of the college.

The separations between and within academic affairs and student affairs units have created what the literature refers to as silos (Bourassa & Kruger, 2002), separated units that focus on the student but through different points of intersection – the academic curriculum and the co-curriculum and activities associated with campus life that are external to the classroom. The distinct divisions are seen on organizational charts as separate units with their own reporting lines; however, each unit is comprised of subunits within those larger divisions.

According to the Director of Student Life at Brighton Falls, “when I look at the general student affairs link with academic affairs, the first thing I think about is that there isn’t one academic unit per se. They all operate in their own sphere, we call them silos. I remember when we were doing strategic planning, we always talked about breaking down the silos; they behave differently.” On this campus students are admitted into separate academic units; faculty are housed in separate academic units, occasionally teaching across schools or departments; and each academic unit has different criteria that define its work and identity within academic affairs. An example is the College of Arts and Sciences with its distinct departments representative of the academic disciplines. This structure intensifies not only the divisional divide but also creates a separateness within academic units, with faculty potentially confined within the narrow boundaries of their disciplines. From the Director of Student Life’s point of view, “I look at the academic units from somebody who works in student affairs and try to see it as a seamless

institution. But it's not seamless at all." In this structure, students cannot major/minor across academic units although they can take courses in other schools/colleges. The separate identities of each unit restrict students in their academic goals, perpetrating the boundaries between structural divisions.

The Associate Provost at Brighton Falls believes that the parallel structures that shape the organization continue to restrict collaboration between divisions. "I am reminded of workshops I used to do with faculty. There were faculty who would say 'I teach French.' And there were faculty who would say 'I teach students.' So you know the differentiation continues to be something of a phenomenon." The silo effect has permeated the institution deeply at Brighton Falls. The Associate Provost acknowledges that the university has "gone one step further. We organize into units that have their own governance, budgets, and structural supports. It's a system that is pretty rigidly boundaried. And then we try to create structures that allow us to span those boundaries that we created and continue to perpetrate."

At Brighton Falls there is no question that student affairs is seen as its own division and for many faculty a division that is not even present for them. However, the Associate Provost also pointed out that there are orientation programs for new faculty and staff and student affairs participates to introduce new hires to the services and offices that are available for students and faculty. "We present all of the parts of the organization and where they sit within the university family." At Brighton Falls, there is an agreement within the organization around the importance of the roles of student affairs and faculty in spite of the structural divide that seems to negate this agreement. They have created a

culture of shared information, at least on some level, although this culture cannot be construed as boundary crossing nor should it be considered collaboration.

The silo effect is not as evident at Cresthaven with all department chairs reporting to the one academic dean of the college. However, discipline-based silos do exist with academic departments often working in isolation from others, focusing on disciplinary allegiance rather than promoting integration. Yet, while that may be true, it can also be said that the unit that houses specially designed concentrations does so through an interdisciplinary lens, enabling the cross-over of faculty to teach in their academic discipline but through this unit of special programs. It is in this unit that the OSLCSP is housed. At Beaver Bridge the silos are similar to those at Brighton Falls but on a much smaller scale due to the distinct differences in the size of each organization.

Department leadership

As noted previously, the Dean of the College of Arts and Sciences at Beaver Bridge believes that the dean or department chair can make a huge difference in the academic culture of a school or department. "I think there is tremendous variability. Each department has its own culture based on disciplinary difference. There are personalities and staffing, the chair in particular." She pointed out, for example, that chemistry is very different from art. Some chairs are encouraging of service-learning; they provide rewards for it; they recommend pay increases when it comes time for salary reviews. But for other chairs it may not be on their radar. She commented that one dean feels that their particular profession is dedicated to service. Adding service-learning makes it feel unnecessary and redundant. "So I think different disciplines think about it in very

different ways.” A core faculty member at the same institution spoke about the support of her dean for her service-learning work, lowering the enrollment cap on her service-learning course to enable the course to work better. Fewer students in the class (about six less than the normal course cap on enrollments) helps this faculty to better organize the course and be more closely in touch with students’ site work. One of her colleagues who is located in a different department also indicated support from her dean for her service-learning work, providing release time not necessarily to develop courses but to revise the approach she was taking to implement service-learning in her department. Seen on a broader scale than course development, this faculty feels strongly supported in her work to build capacity for service-learning in her department.

A core faculty member at Brighton Falls feels that decisions about resources to support service-learning depend on the faculty you are talking with and the departments in which they are located. This faculty member indicated that it is not the chair of the department but rather her dean that controls the resources. That said, however, “Having been a dean, the control is in the Provost’s office. The dean is so dependent on the Provost.” While the dean has the authority to parse it out, there is very little in the way of discretionary funds after salaries that is left over to provide additional resources to support faculty in service-learning work.

The Director of the OSLCSP at Brighton Falls, a faculty member who also directs an academic program, spoke of one dean who slowed the progress of service-learning due “to [his] traditional perspective of what a college education should be about. Many are just not strong advocates for service-learning, not active supporters, but I think we’ve

moved him from active resistance to at least allowing it to exist.” This attitude, however, spilled over to the faculty and the leadership of the departments that comprise the particular college in which this dean once sat. What is unknown is how much service-learning was slowed on the campus, what impact the lack of support had on other units of the college to engage their faculty in service-learning, and how long it has taken to catch up to where service-learning would have been without the active resistance of the dean.

At Beaver Bridge, the Dean of Arts and Sciences continues to teach. Her course integrates service-learning. “I try by my actions to demonstrate my commitment to service-learning across the college.” Through modeling and reinforcing examples of student success she is able to influence others who look to her for leadership. In her view, her ability to effect change must balance the challenges of the multiple initiatives currently on the institution’s agenda. “Some of the ways we do that is to work with what I call a captive audience – and that is our freshmen. We’ve done a lot of work with the faculty who teach in our first year writing program, and I think nearly half of them incorporate service-learning into their classes. So, I’ve tried to encourage them.” During faculty development days the staff from the OSLCSP are invited to share information about service-learning and the work they are doing in the office; and at the year end faculty meeting the Director shares advances in service-learning on the campus and in the field. This is also done at Cresthaven but initiated by the Director of the OSLCSP with the support of the Academic Dean and the Program Director to whom the service-learning Director reports. At Cresthaven faculty share their experiences with service-learning pedagogy with other faculty, becoming mentors to new adopters. On both

campuses there are public forums that bring faculty and academic administrators together to share information and achievements. At Brighton Falls, there are similar forums to share information about service-learning through the OSLCSP that are organized in cooperation with the academic deans. Although this can be an effective way to communicate information and provide examples of faculty success, there is no guarantee beyond shared interest that academic deans can or will encourage faculty engagement in service-learning.

At Brighton Falls a department chair supports faculty in another way. Although she cannot provide course release time or some other type of compensation she can be flexible with how their workload is structured. "It is within faculty power if they teach a *big course* [that is, a section of eighty students for example] to allow flexibility to focus on service-learning in a *little course* or to use the little course to balance the time for an alternate semester. So, take eighty in one and fifteen in another." The department chair cannot offer them faculty rewards but can allow them flexibility within the parameters of the expectations of the department.

The Dean of Arts and Sciences at Brighton Falls defers to her department chairs to mentor and support faculty in service-learning. Although she has seen chairs working with faculty on service-learning she has also seen chairs warn faculty against service-learning, particularly junior faculty, in advising them about tenure and promotion and what can be perceived to create limitations to the tenure process. On the other hand, although this dean does not overtly work with faculty in service-learning, "if a faculty member came to me for some help, I wouldn't turn them away; I am just not out there

asking faculty to do service-learning and giving courses off – absolutely not, it’s just not a priority [for me].”

The Dean of Students at Cresthaven views her relationship with the academic deans and department chairs with respect to the different connections and overlapping areas she sees in their work. “I tell my staff that we are student affairs and we are educators first. It happens that our arena for providing education is very vast and broad, you know, it’s the campus. It’s outside the classroom, it’s inside the classroom. But it’s predominately outside the classroom.” She sees their work as strengthening, supporting, and helping students to bring additional meaning to those in-class learning experiences. “To do that, we look for every opportunity to connect with faculty and the academic side to see what kind of collaborations we can enter into that will help broaden that experience to the extent that we are truly meeting the mission.” However, when queried about a softening of the student affairs/academic affairs barriers, she laughed and said “well, that’s a debatable question, it really is. I pay attention to the literature and what’s happening in the field and I don’t see that topic, theme [gap between student life-academic partnerships] dissipating, dying out.” In her view, the divide has lessened to some extent. “I think in institutions like ours that are mission driven – I think it has given us more natural opportunities to merge around the common purpose that is just so clear.”

In higher education contexts, leadership often bubbles up from within smaller substructures at a grassroots level. Faculty leaders are often identified within their smaller department units and become responsible for initiating special programs for students such as honors programs, linked courses, environmental initiatives, co-curricular clubs and

leadership development linked to professional areas of study. Service-learning pedagogy is an example of a way in which faculty leadership can bubble up in a department, influencing and informing new curriculum and programs of study. The academic dean and department chair roles are critical to motivate those discussions resulting in behaviors among faculty to move service-learning beyond the point of conversation to a sustained pedagogical practice.

The sixth research question examined the academic department system and the role of faculty in leadership positions, in particular the academic dean and department chair. The data emphasize the historic substructure of the academic department in the organization, which is central to faculty socialization; the influence of the academic department on the creation of silo substructures, a structural mechanism that perpetrates the divide between faculty and student affairs; and the role of the department chairs and their power to influence pedagogical change.

Institutionalizing Service-learning

Institutionalized service-learning occurs in higher education in different ways. On each of the campuses in this study, variations of interpretation about what service-learning means influence perspectives about its institutionalization. In this section, the findings about institutionalizing service-learning on the three campuses are analyzed.

One of the three criteria established to identify sites for the study is the degree of service-learning infrastructure established on each campus. When asked about service-learning identity and processes for sustainability participants identified several

institutional benchmarks as indicators of institutionalization. These benchmarks include support for service-learning offices and staff, office leadership, and reporting lines that demonstrate clear identity of the office and a line to the general budget; faculty reward systems that recognize how service-learning is valued in the organization and its relationship to faculty scholarship; service-learning course designation; training and professional development for faculty; and public support on the campus from senior academic leaders. These institutionalization benchmarks, which are present on the three campuses but to varying degrees, are interpreted differently by participants, contingent on their roles and positions in their organizations.

At Brighton Falls the current Director of the OSLCSP sees ambiguities about service-learning on the campus. Although an office has been in place for a few years with staffing and budgetary support, he is still not clear about the role of the Provost and to what degree the initiative will be sustained. "My feeling is that the Provost will not let us fall because we do what we do so well." However, increasing the budget each year to sustain the office is not sufficient. Instead, the Director would like to see commitment of hard monies and visible identity on the campus. Yet, the President at Brighton Falls sees service-learning in good stead although he is not happy with what he perceives as the slow growth of courses and the lack of infusion of service-learning throughout the curriculum. The Associate Provost believes that service-learning course designation is certainly a manifestation of institutionalization and, coupled with general fund budgetary support, "in my mind, suggests, that it has presence and sustainability."

However, a faculty member at Brighton Falls questions the institutionalization of service-learning in the curriculum. She would rather see service-learning be made part of each department's core curriculum, supporting the teaching and learning process, and speaking to students "about the moral principle that serving is their responsibility and that they will learn by serving." Institutionalizing service-learning, in her view, would make it a requirement, much like a multicultural requirement or general education distribution. "If every first year student must do it, I worry. But if it's embedded in programs, they will have a real chance to learn what service-learning is and what it means to learn from, work with, and serve all at the same time." A senior lecturer at Brighton Falls sees institutionalization as a confluence of strands emerging from various parts of the organization: institutional supports and the infrastructure of the OSLCSP, faculty training, links with student affairs through living and learning programs in the residence halls, and senior capstone projects in the community. In his view, students can begin by providing service to the internal community before embarking on projects that extend beyond campus boundaries.

The Dean of Students at Cresthaven believes that service-learning is institutionalized by virtue of the OSLCSP. "It has a director, funding, a number of courses, commitment to grow it, presidential support. I just don't see it going away and I don't see why it would. It fits our mission; it's really here to stay. Once you're there you don't back a way from it." The President at Cresthaven also sees service-learning as institutionalized in the college. "Oh, absolutely, at least from people from other schools, [Cresthaven] is considered to have very strong commitment compared to others." Yet, as

pointed out previously, the President of Cresthaven concedes that without attention, successful initiatives can fade – having a director helps maintain focus on finding and preparing new faculty participants. He indicated that the OSLCSP is a clear indicator on the campus that service-learning is critical to what they do as an institution and demonstrates the degree to which it is institutionalized. Yet, the Associate Vice President of Student Affairs at Cresthaven doesn't know if service-learning can stand by itself. He believes in the idea of the college working in the community and the educational and pedagogical outcomes of service-learning for students. He thinks that whatever it is called it needs to be part of something bigger if it is to be sustained over time and institutionalized within the culture of the campus.

A senior faculty member at Cresthaven who was involved in the development of the OSLCSP and the search for the Director of the office feels that institutionalization is contingent on a number of factors including recognition that service-learning is labor intensive and that there is a need for staff to support faculty; that logistics associated with service-learning include the identification of appropriate sites and organizing transportation for students; that accountability both at the site and in the classroom must be considered in the organization of the experience; and that development of good community partnerships and strong relationships must be nurtured with agencies that believe in the premise of service-learning as part of students' education. However, a fifth factor raised by this faculty member, added a new dimension to the question of institutionalization. "So many of us were hired together and so many new faculty come with service-learning experience as undergraduates and even, for some, as high school

students. They are much more comfortable with service-learning than my generation.” He pointed out that over the years faculty culture has changed. In his generation they were suspicious of anything that did not follow professionally within their disciplines. “But now, we tend as an institution to attract younger faculty who are willing to try new things.” Not all younger faculty will want to participate in service-learning, but because they understand what it is, they may not be necessarily against it and can support it in some way. However, a long term faculty member at Cresthaven who has been engaged in service-learning for a number of years also sees it institutionalized through the OSLCSP.

An associate professor of psychology at Cresthaven has taken a long time to become convinced of service-learning’s value. She learned, however, that when she takes the time to try and make a connection between her discipline and social problems, students are more willing to engage in serious intellectual consideration of a topic. Service-learning shows them very vividly why they should care. In her view, Presidential support is important to the way service-learning is integrated and maintained on the campus. She believes that he is committed and sees how service-learning can help the community grow. “I think he has sent very strong signals about how important this is and that we should be thinking along those lines in what we [as faculty] do.”

At Beaver Bridge a faculty member believes that service-learning is institutionalized because the academic dean supports it and the initiative has funding from the institution. A faculty colleague also believes it is institutionalized but going through some growing pains with transitions and changes in leadership of the OSLCSP. But the Dean of Arts and Sciences does not agree. “When we write our mission

statement, we debate about whether service is part of that mission. I think if service-learning were institutionalized there wouldn't be that debate." Her sense is that service-learning has reached a plateau at Beaver Bridge and that the number of sections that do service-learning has not increased in the last few years. She does not see service-learning growing; she believes that faculty are tired and cannot take on one more thing. "In addition, there aren't a lot of institutional rewards and, to me, if you want to institutionalize something and make it sustainable you put the rewards behind it. So, I guess I would say [it is] probably not institutionalized." The Dean also pointed out that Beaver Bridge is not actually associated with being a leader in the service-learning field, even though they have won a few awards. "That's another sign of sustainability and institutional commitment that others recognize you for. I don't think we've been on the cutting edge in that sense either."

The Director of Career Services who reports to the Dean of Students at Brighton Falls believes that the systems and processes are in place to institutionalize service-learning. But conceptually, and in terms of the integration of systems into every discipline, then institutionalization has a ways to go. "We are institutionalizing. The President is not telling faculty they have to do this – but every time he publicly addresses the campus community he says it's important and valuable – and he's getting people to think." She went on to point out that when faculty get emails that say that graduate assistants are available to help in the planning "and then faculty find out there is some funding, they begin to think 'oh, there is a way to do this'. So he's chipping away at the barriers." However, according to a department chair on this campus, the future of service-

learning will depend on the administration. “In our department we will always do it. It is part of our mission. But for the whole university, I don’t know.” She believes that while their department has always been doing community work it is easier but, for those units that are not used to doing it, it will be very difficult. In her view, although the President has a very strong vision of it, institutionalization is a long road to travel.

At Beaver Bridge, the Associate Director of the OSLCSP believes that in addition to infrastructure, funding, and other more typical material supports for faculty, a campus can only institutionalize service-learning if constituents are honest about the work and its outcomes. Related issues may include lack of faculty commitment, poor training, and inappropriate sites or inadequate communication with community agencies. She believes there are serious limitations when service-learning is confined to one or two academic departments rather than having representation across the campus. “When service-learning feels like something that is only in a few departments then it’s a lot easier to not report the issues that are not working well; it won’t be reflected throughout the institution. Less visibility makes it less easy to track.” This perspective is also voiced by a department chair at Brighton Falls who believes that service-learning should not be an add on, that it must be something that faculty do, not in every course, but somewhere within the realm of their teaching.

According to the Dean of Students at Brighton Falls service-learning must be made a feature of the curriculum in order to be institutionalized. The Deans must promote, motivate, and engage their faculty, and there must be a stronger will across the institution to make it happen. “There is active resistance to engage in meaningful dialog

about service-learning and its potential that must be reduced if service-learning is to become embedded in the culture of our campus.” However, according to the former Director of the OSLCSP, service-learning is institutionalized at Brighton Falls but its institutionalization remains tenuous. It was an original goal of the office with the creation of a model for other schools that embedded systematic progress at the institutional level and at each of the sub-levels. “However, while there has been systematic progress, all it would take is one president or one provost to make it disappear. It is that fragile.”

Institutionalizing service-learning must consider the role of students in the process. The Director of Student Life at Brighton Falls believes that service-learning has to be sustained. He believes that students are coming to college with particular expectations and needs, and that they may become bored with the same old teaching methods they have been getting for their past twelve years. In many cases students come from high schools that have introduced them to advanced and interactive forms of intellectual inquiry. “We as institutions [in higher education] have to figure out how to get them more engaged; there are multiple ways to get that engagement going and service-learning is one of them.” He recognizes that all classes are not boring, that there are classroom environments where engagement happens. But he sees service-learning as a methodology that can cut across more learning environments. For him, service-learning must be institutionalized if institutions want to create seamless learning experiences for students.

Factors related to institutionalizing service-learning bridge the structural and cultural contexts of the campuses in the study. Each participant voiced their individual

perspectives about its sustainability in relation to structural supports needed to serve faculty, visible and clearly identified facilities that point to institutional commitment, and indicators of varying perceptions of the value of service-learning to the organization through faculty reward systems and considerations of alternative forms of scholarship.

Summary of the Data

The research questions and the subtopics that emerged from the data provide perspectives about the relationship between academic affairs and student affairs divisions identified for the study and the way this relationship informs collaboration to institutionalize service-learning in higher education.

The divide between student affairs and academic affairs continues to create separated work environments on the campuses studied. Cultural factors and norms that are traditional to student affairs and faculty life perpetrate the silo effect with neither side taking proactive approaches to create relationships to narrow the divide. The data indicate that faculty are aware on some level of the skills and expertise of student affairs professionals, although many of the faculty interviewed do not actively work to link academic life in the classroom with student experiences on their campuses. In certain cases there is evidence of cooperation between personnel within divisions, but formed reactively rather than from a proactive approach. However, there is a degree of responsiveness to issues that provides evidence of cooperative work in constituents' daily activities with students. The data show that collaboration between divisions appears to be restricted to certain departments and initiatives of the campus. In each example service-

learning and community service programs are activities that create a degree of formal connection between the academic curriculum and student affairs. Several faculty interviewed understand the potential for collaboration with student affairs but this factor is not widely recognized or acted upon. The data provide examples of collaborative relationships between faculty and student affairs, while some faculty make it clear that they know little about this division and are not motivated to know more. These faculty perspectives reinforce their own deep silo for their academic work, perpetrating the structural boundaries that separate them from student affairs in the process.

Cooperation between student affairs divisions and service-learning offices, which report to academic affairs, is another example of cooperative work between divisions. While the service-learning offices report to academic deans and/or the provost, these offices are not necessarily *owned* by academic departments but rather are considered to be part of the campus community. Campus programs that put students in the community either through short term volunteering or community service activities tend to be connected to service-learning offices due to the coordination of service sites and community-university partnerships that are promoted and, in some cases, are sponsored at the senior institutional level. There is evidence that cooperation between divisions also spills over from academic service-learning to student affairs as practices such as when reflection on experience is adopted for other student affairs programming. Staff in student affairs departments ask about the importance of reflection in their programs and express concern about how learning that is an outcome of student affairs-led experiences can be connected to the academic experience.

Faculty continue to see their jobs in the organization differently from that of student affairs staff, with academic credentials, disciplinary affiliations, dimensions of their teaching, and scholarly inquiry defining their identities on the campus. Yet, faculty may know little about what student affairs professionals do, although the data also reinforce that student affairs staff are not particularly knowledgeable about faculty life either. There is emphasis in the data of the cultural distinctions between divisions, characterized by variations in work structures, socialization to their respective fields, and educational preparation. Student affairs staff are professionally orientated in different ways from that of faculty, not only due to their professional preparation but also their employment mobility and how their career trajectories are viewed in collegiate environments. This contrasts sharply with reward systems for faculty promotion and tenure and annual review processes that are specific to the faculty and rarely understood by others. Faculty interviews revealed that reward systems are a major issue among faculty, particularly for motivating modes of scholarship and research. In student affairs, staff are vague in their understanding of review processes for tenure and the long term employment of faculty.

Through the academic administrator lens, barriers were not always seen to be as rigid as they are perceived to be by faculty. Scholarship on these campuses appears to be more broadly defined to encompass community-based research and alternative forms of scholarly practice. Yet, findings from both faculty and academic deans indicate that lack of rewards for service-learning will likely prevent its advancement and institutionalization on these campuses. Department chairs and, in some cases academic

deans, reveal that they are limited in how they can reward faculty during annual review processes. The data indicate that faculty feel they are not supported in the reward system if they engage in service-learning and argue that they must be careful in their attempts to engage in alternative methods of scholarship. This continues to be an issue that impedes faculty ability to engage freely in service-learning pedagogy with faculty and deans who were interviewed recommending that junior faculty not engage in service-learning until after receiving tenure.

Those deans and department chairs who support service-learning do what they can, albeit it is limited within their authority outside of traditional rewards for scholarship. However, the data also provide evidence that community-based scholarship, although not a substitute for what is viewed as traditional scholarship in higher education, when done right, can be considered for credit. Not all deans and department chairs support new faculty engagement in service-learning although they may support tenured faculty to do so. Deans at the research sites provide material supports but do not necessarily modify faculty workload, which is directly linked to budget. Those interviewed emphasize scarce resources within their institutions despite growing enrollments due to the nature of tuition-driven campuses, which restrict the ability to parse out additional resources. The issue of how service-learning is valued by the institution is present in the data, with faculty concerned about the need for the administration to think differently, to move from the traditional model of tenure and promotion to one that reframes the paradigm through an interdisciplinary lens. However, the data collected from both faculty and senior academic leaders indicate that faculty also

tend to see their scholarship through the lens of the academic disciplines and the traditional structures defined for evaluating scholarship in the academy. Faculty are not necessarily taking the opportunity to broaden views of their scholarship by using a more applied approach.

Good will and collegiality among faculty and student affairs staff exists to varying degrees, yet the negative stereotypes associated with the intellectual rigor of student affairs reinforce the separation between divisions and continues to be a prominent characteristic at the campuses studied. Student affairs staff are found in classrooms in adjunct faculty roles teaching first year courses and topical seminars, evidence of accepted intellectual work by academic divisions. However, stereotypes about student affairs staff in classrooms and the hidden curriculum continue to pervade campuses and the academic landscape. Student affairs personnel strongly protest arguments about lack of rigor in their programs and the curriculum they deliver. On the other hand student affairs administrators from the senior level down believe there is potential for collaboration with faculty, identifying service-learning as a natural area for integration

Inconsistent interpretations of service-learning are highlighted in the data, with evidence of different approaches to integrate reflection. Service-learning is not practiced across all academic units of each campus and, in some cases, is only done in certain pockets of academic units and tied to disciplines or programs. Lack of consensus about the purpose and importance of service-learning creates issues with methods for its implementation as well as goals for its institutionalization. On one campus it is seen by faculty as living out the mission of the institution. On another campus, the President

believes it should be a requirement for the baccalaureate. Although the data indicate that among faculty there is resistance to an institutional mandate to require service-learning, some faculty support a core approach to service-learning within programs and majors as a method to teach a discipline, linking the conceptual design of service-learning courses to traditional approaches of intellectual inquiry. The institutionalization question, however, is seen to be a concern because unless service-learning is fully integrated into the curriculum, faculty and senior leaders see it playing out in isolated courses without a connection to the broader context of the academic mission of the organization.

Time is identified in the data as a faculty issue that is consistent across the three campuses. Concerns among faculty in particular are related to delivery of quality service-learning courses, issues of uniformity of experiences, the logistics of planning and implementation, site development and relationship building, and covering course content within the structure of a well organized service-learning experience. The creation of student assistant programs that are connected to service-learning offices are a boon to faculty and students in service-learning courses. Such structural mechanisms provide strength to service-learning infrastructure and lend support to the institutionalization process. The data indicate that such resources support faculty in immeasurable ways.

The senior academic leadership on the three campuses is viewed by participants in the study to support service-learning. The data highlight active support from presidents for collaboration between divisions with emphasis on communication and cooperation. However, the findings emphasize that the role of the senior academic leader is critical to

move forward academic initiatives like service-learning, particularly for public approval, funding, and other material resources.

The three campuses have well developed service-learning office structures that report to academic affairs, supporting faculty but with important linkages to the service programs that are sponsored and coordinated by student affairs. Service-learning offices are recognized as a significant benchmark that denotes the degree to which the administration supports service-learning. It is viewed as an important step to institutionalization by all constituents.

On the campuses in the study, senior academic leaders publicly advocate for service-learning. However, the caveat is that it is one of many institutional priorities. The issue voiced is where service-learning falls on the priority list and what happens when new campus initiatives preempt its position. Faculty are not always clear about where presidents or provosts stand, despite what is seen as their public advocacy for service-learning. Yet, findings indicate that senior academic leaders are in full support of moving service-learning to a point of permanence and institutionalization.

At the school or college level, the role of the academic dean and the department chair in each unit are critical to strengthen collaboration with student affairs and motivate faculty participation in service-learning. Not all deans or department chairs support their faculty in the uses of service-learning in their teaching. The data indicate that there is tremendous variability from department to department, from school to school that influences the degree to which faculty are motivated by their supervisors to engage in service-learning. Examples show that a dean or chair can be role models by teaching

service-learning courses or can potentially slow a movement rather than not supporting its growth.

On the other side of the divide, the Dean of Students has power to impact the growth of an academic idea. Evidence from the three campuses is not uniform but does provide examples of attitudes and approaches to deans of students' work that can influence cooperation and communication among campus constituents in both positive and negative ways. The data indicate that looking for opportunities to collaborate to broaden the student experience is an important way to think of this division and the role of the Dean of Students.

This chapter examined the data using the six research questions and analyzed the subtopics that emerged from each of the questions. Included in the discussion are data about institutionalizing service-learning on each of the campuses studied. Chapter six reviews the findings in relation to the research literature and includes sections on the significance of the study, limitations of the study, and implications for practice and future research.

CHAPTER 6

IMPLICATIONS AND RECOMMENDATIONS

This study identifies organizational structures that are significant and influential factors to institutionalize service-learning in four year liberal arts institutions. A primary question prompted by the study is what drives the separation between student affairs and academic affairs? Is it the values and assumptions of each division's culture? Is it the people in leadership roles and their power to influence? The outcomes of this study point to the need to push the complex cultures within the organization by bringing students, faculty, and professional staff together in meaningful ways to support student learning and gain broadened understanding of the benefits for students when collaboration between divisions is integral to the work practices of the organization.

Review of Findings

A key finding of the study shows a positive relationship between collaboration and institutionalization, with highly collaborative institutions more likely to institutionalize service-learning. The findings also show that collaboration between academic affairs and student affairs divisions to institutionalize service-learning is influenced by multiple institutional factors, including shared vision about student

learning among faculty and student affairs professionals; venues for cross-campus dialogue; interdependent work between faculty and student affairs divisions, which demonstrates a shared responsibility for student learning; and commitment to new forms of academic work such as service-learning to engage students more fully in the educational experience. The study provides evidence that

- Complex organizational structures and unique cultures in higher education contribute to the separation between academic affairs and student affairs; these structures and cultures emphasize the importance of interdependent initiatives to facilitate collaborative work;
- Institutional leaders are important to motivate engagement in new forms of academic work such as service-learning, encouraging reevaluation of faculty reward systems and acceptance of alternative approaches to scholarship;
- Institutional leaders are in positions to motivate the development of intentional connections across divisions to lower boundaries and enable collaboration;
- Substructures within colleges and universities, such as the academic department system, service-learning offices, and formal committees and advisory councils influence collaboration and the integration of service-learning into the academic environment; and
- Inconsistent and varying interpretations of service-learning pedagogy negatively impact faculty engagement in service-learning, preventing shared understanding of what service-learning can mean for student learning.

The Association between Institutionalization and Collaboration

The findings of this study provide evidence of an association between institutionalized service-learning and the degree of collaboration that exists between academic affairs and student affairs divisions. The findings show that Cresthaven had the highest degree of collaboration, and service-learning was more fully institutionalized on this campus; Beaver Bridge was found to have the lowest degree of collaboration, and service-learning was also at a lower level of institutionalization; Brighton Falls was found to have a high degree of collaboration (but less than Cresthaven) and a high level of institutionalized service-learning (but again less than Cresthaven).

At each site, the degree of communication, the depth of relationships between faculty and student affairs staff, and a shared understanding of academic affairs and student affairs work was evidenced but to varying degrees. At Cresthaven, with high levels of communication, strong relationships among faculty and student affairs staff, and a shared understanding of the work of each division, the members of these divisions were motivated to intentionally work together. At Brighton Falls, however, while the factors of communication, relationships, and shared understanding rank high in certain units of the organization, as an institution Brighton Falls is not at the same high level of collaboration and service-learning institutionalization as found at Cresthaven. The highly complex infrastructure and the specialized hierarchy (Schroeder, 1999) of the Brighton Falls organization have contributed to greater levels of compartmentalization. The size of the organization contributes to this complexity in terms of a steep reporting hierarchy and structural attributes that negatively impact collaboration and the integration of service-

learning across academic and co-curricular units. At Brighton Falls, the silos are more distinct than at Cresthaven, with interaction, coordination, and collaboration within and between units more difficult to achieve (Schroeder, 1999). Yet, the findings show multiple examples of collaboration with initiatives that link academic affairs and student affairs divisions to support the academic mission of the institution. At Beaver Bridge, which was found to have the lowest degree of collaboration between academic affairs and student affairs and a correspondingly low level of service-learning institutionalization, the degree of communication, depth of relationships, and shared understanding of each division's work are also shown to be at low levels.

The findings indicate that at Cresthaven cooperation is at a high level, which reflects an understanding among campus members of a shared ethos for teaching and learning that has emerged from "the abstract language of the mission statement to the real work of implementation" (Fuller & Haugabrook, 2002, p. 79). The findings further show that service-learning and community service programs are strongly integrated into the academic and co-curricular environment at Cresthaven, and are valued by faculty and student affairs staff as an integral part of their work.

The findings in this study show that Cresthaven faculty do not find a marked separation from student affairs staff. As shown in the findings, faculty consistently indicated their close connections to student affairs staff. The President emphasized that an environment of cooperation exists, which he attributes to the organization's mission and is supported by institutional history, the focus on service to others, and a culture of teamwork to support student learning. Close connections of the faculty to student affairs

staff help faculty understand the opportunities inherent in collaboration. The faculty have found that academic classroom practices spill over to student affairs programs (e.g. reflection on experience) in support of student learning and have determined this to be an easy way to initiate collaboration. Study participants from the chaplain's office and from among student affairs staff at Cresthaven talked about how reflection has been integrated into student programs, supporting learning outcomes through co-curricular activities sponsored by these divisions. According to the findings, the Cresthaven faculty recognize the relevance of student affairs in relation to their traditional academic disciplines and acknowledge the importance of the intellectual connections between co-curricular programs (Hirsch & Burack, 2002) and academic content, which further supports the degree to which collaboration has been achieved on this campus.

The roles of the Deans of Students at Cresthaven and Brighton Falls show their importance to motivate collaboration across academic affairs and student affairs divisions. According to Fuller and Haugabrook (2002), the Dean of Students can facilitate planning opportunities between academic affairs and student affairs and lead joint initiatives that benefit students by focusing on cooperation and relationships. The data provide examples of such collaborations at Cresthaven and Brighton Falls, and the relationships that have emerged between faculty and student affairs staff on these two campuses have resulted not only in higher degrees of collaboration but also in achieving higher levels of institutionalized service-learning. At Cresthaven and Brighton Falls, collaboration has enabled boundary spanning between faculty and student affairs staff, promoting service-learning and related service programs. At Cresthaven, the results

reflect the service mission of the college and its emphasis on the whole student, and are recognized by faculty and student affairs staff as essential factors that advance teaching and enrich student learning.

Fewer examples of intentional collaboration were found at Beaver Bridge, although there is an underlying acknowledgement of faculty connections to academic support services, which is located in student affairs. The findings also show that faculty at Beaver Bridge are not generally proactive in their outreach to the student affairs division in the ways that are evidenced at Cresthaven and Brighton Falls. At Beaver Bridge, collegial relationships are acknowledged but a strong collaborative culture does not exist. Few examples of explicit collaboration between academic affairs and student affairs divisions at Beaver Bridge emerged in the data. Although the service-learning office is viewed among faculty and student affairs professionals as an institutional structure that can increase connections between student affairs staff and faculty, the service-learning office does not necessarily motivate direct relationships between academic affairs and student affairs divisions.

The Dean of Students at Beaver Bridge is not as proactive in her role as the Deans of Students at Cresthaven and Brighton Falls are in their institutions, and is much less connected to the service-learning office. According to Engstrom (2003), "the most effective [service-learning] programs are based on partnerships between faculty and student affairs professionals" (p. 65). The research sites with strong relationships between academic affairs and student affairs divisions, Cresthaven and Brighton Falls, have demonstrated greater potential to maximize the skills and expertise found in academic

affairs and student affairs divisions (Engstrom, 2003; Jacoby, 1999; 2003). This has played out well at Cresthaven and Brighton Falls, although to a higher degree at Cresthaven.

Although Beaver Bridge has a well structured service-learning office, the lack of demonstrated collaboration between academic affairs and student affairs divisions prevents using it as an enabling mechanism to promote the coherence and integration that Potter (1999) contends are needed to strengthen and enrich the educational environment and the advancement of service-learning on the campus. The findings of this study show that, compared with service-learning course development on the Cresthaven and Brighton Falls campuses, the number of service-learning courses has not increased substantively in the past few years at Beaver Bridge. The findings further indicate that the senior academic administrator at Beaver Bridge believes that service-learning has stagnated at the college and has not been institutionalized.

In addition to the service-learning office, service-learning is supported on the Brighton Falls campus through other types of structures that collaboratively bring campus members together. Despite its structural complexity and size, Brighton Falls has successfully maintained a service network and an advisory board to support service-learning. These two structures, which are “complementary in focus and purpose” (Hirsch & Burack, 2002, p. 58), were developed to motivate faculty-student affairs relationships to support service-learning and have resulted in deep relationships among and between faculty, student affairs staff, and other campus members. These campus structures are examples of successful cross-campus collaborations that have created an increased

presence for the service-learning office and its connections between faculty and student affairs staff.

Although it was not created for the same purposes or structured in the same ways as the service network and advisory council at Brighton Falls, a long standing student affairs council that brings students, faculty, and student affairs staff together to collaboratively address campus issues has been organized by the Dean of Students at Cresthaven. This is another example that demonstrates collaborative behavior that extends across divisions and the many constituencies of the Cresthaven campus. However, while there are short term cross-campus committees that bring faculty and student affairs staff together at Beaver Bridge, there are no structured working groups such as those at Cresthaven and Brighton Falls. Organized groups of this type, which bring campus members together from across divisions to collaboratively work on service-learning, do not exist on the Beaver Bridge campus.

Organizational Structure and the Divisional Divide

The study findings show that the academic affairs and student affairs divisions have specialized skills and areas of expertise (Engstrom, 2003; Jacoby, 1999), which emphasize structural separation and reinforce cultural differences that restrict collaboration between faculty and student affairs staff (Bourassa & Kruger, 2002; Kezar, 2002a; Martin & Murphy, 2000; Streit, 1993). The findings indicate that these factors influence not only divisional work cultures but also limit the ability of institutions to create holistic educational environments for students.

Institutional characteristics can influence the various approaches of campuses to service and engagement (Ward, 2003). In four year liberal arts institutions, the emphasis is on the unique needs of traditional age undergraduates and preparing them for life in an increasingly changing world. The study provides evidence that new initiatives are being explored for traditional undergraduates through collaboration between faculty and student affairs divisions by lowering institutional barriers and producing successful outcomes in the campus experience for students, faculty, and student affairs professionals. The data provide examples of new relationships through cooperative work, including residential living and learning communities; student affairs collaboration with service-learning offices in their separate but connected work in the external community; and coordination of programs such as freshmen orientation and first year seminars that extend opportunities for successful collaborations between faculty and student affairs professional staff. In each of these examples, service-learning is an important ingredient, bringing faculty together with student affairs personnel to enable deeper understanding of the work accomplished in each division and supporting engagement in service-learning through collaboration.

Organizational interdependencies are evidenced by formal connections between faculty and student affairs divisions and the provision of services that support student well being. The findings show the importance of those interdependent relationships, which help to break down the silo structures that are associated with higher education organizations. The study shows that these relationships can produce cross-functional

linkages to share resources, information, and expertise in support of student learning (Engstrom, 2003; Jacoby, 1999; Morton, 1996; Nesheim et al., 2007).

Mission emerged as a key factor that rallies institutional constituents around common purpose and must, in Holland's (1999b) view, be the institutional touchstone for faculty work. Emphasizing that students are at the center of their individual and collective work, faculty and professional educators in student affairs at Crethaven were clear about the role of mission in their work, acknowledging that they must engage cooperatively with each other to enrich students' campus experience. Recognizing their many areas of overlap, it is difficult to be true to the mission of the college without working cooperatively and developing teamwork practices to support educational goals.

In contrast to faculty life (Schroeder, 1999), student affairs work is defined as engagement in "bridging and interpreting rather than teaching and research" (Singleton et al., 1999, p. 135). The dilemma identified in this study is how to clarify independent co-existence of faculty with student affairs professionals, which is consistent with Potter's (1999) view that "the primary challenge [is] to participate as collaborators and as partners with staff, to offer both groups a reason to work together" (p. 13). Martin and Murphy (2001) suggest that colleagues from each division learn from each other and admit that working together can have positive outcomes for the work in both divisions. The findings, however, show that this is difficult to do. Attempts to cooperatively work together have not always resulted in positive outcomes, with faculty questioning the involvement of student affairs in academic policies and student affairs professionals experiencing the stigma of the stereotypes associated with their roles in the organization.

As institutions have become more complex organizationally, the separation between academic and student affairs remains in the forefront, challenged by the changing needs and expectations of traditional undergraduate students and the dynamic influences exerted externally that impact the work of liberal arts organizations. Engstrom (2003) is careful to point out that cooperation requires “a dismantling of current organizational structures to become more fluid, permeable, nonhierarchical, and equitable” (p. 72). Despite working independently from each other, cooperation between divisions is a beginning point that can be accomplished within constituents’ well defined roles. However, on the campuses studied, the culture associated with liberal arts institutions resists intensive efforts at collaboration to varying degrees. Considering the full range of professional responsibilities beyond their teaching, faculty often resist opportunities to engage in new academic work such as service-learning. According to participants in the study, service-learning is one more initiative, one more priority, one more relationship added to an already overcommitted schedule.

At the research sites, student life professionals emphasize their approaches to engage faculty with them on some level with projects and events that are perceived to have relevance to faculty and academic goals. However, without faculty response, student affairs professionals become disillusioned and frustrated. Faculty argue that they never hear about events or, when they do, find it is too late to involve their students. There is a high level of frustration among faculty particularly when events are based in the community and can be tied to service-learning and faculty work. Conversely, student affairs educators are disappointed when they are not informed about events sponsored by

academic departments. Student affairs professionals recognize their ability to influence student engagement in academic programs such as service-learning. However, there is a sense among student affairs professionals that reciprocity of influence is not acknowledged by faculty. This factor was evident at Brighton Falls and Beaver Bridge, but to a lesser degree at Cresthaven.

The findings suggest that on some campuses there are close relationships between faculty and student affairs professionals but that the degree of relationship is contingent on divisional size, longevity of members' employment, and how relationships are developed. The service-learning office is a structural unit that, while located in academic affairs, can work as a catalyst to create relationships between student affairs professionals, academic administrators, faculty, and service-learning staff. Faculty and those who work in student affairs are the beneficiaries of the relationships that develop in their own units. However, they are also the beneficiaries of relationships that develop with members in other divisions. Examples emphasized in the study include those in which faculty from Cresthaven and Brighton Falls have through their own invention developed effective relationships with student affairs professional staff, understanding that it is not only about building relationships and trust among campus members but also about gaining access to resources, increasing communication, and reducing feelings of separation from other campus divisions.

Internal campus partnerships, which lower the divide between faculty and student affairs staff, are generated by professional relationships between the members of divisions (Hirsch & Burack, 2002). Yet, there are few examples of these relationships.

The findings show that crossing over between divisions is one of the biggest challenges, particularly when the divide originates with factors buried deep in faculty culture and biased by faculty perceptions of their singular roles. This view is strongly supported by the Deans of Students on the campuses studied. Faculty concerns, on the other hand, are deeply associated with their academic roles in the organization and their views of their separate work. According to Kezar (2002a), while structures create obstacles to successful collaboration, cultural obstacles are more often cited as problematic. Faculty and senior academic administrators in this study were in agreement that factors that enable faculty cooperation in student-centered initiatives help link student life to academic work, thus enhancing student learning and strengthening faculty teaching.

Role of Senior Leaders to Motivate Collaboration

“The leadership of an institution plays a critical role in both encouraging and rewarding collaborative efforts that are characterized by good communication and power sharing” (Hirsch & Burack, 2002, p. 58). At the research sites, the findings demonstrate that senior leaders use different methods to engage faculty in new approaches to academic work. Curry (1992) sees faculty and administrative leaders in roles that are instrumental to create a climate for change, moving from standardized processes to modified organizational design, eliciting broad participation among campus members to implement new initiatives, and eventually embedding new values and approaches to work into the institutional environment.

Curry's conceptualization outlines three conditions for institutionalization, structural, behavioral, and cultural, that served the design of the study and analysis of data. Curry's framework helped to identify institutional factors, faculty responses, and new behaviors that contribute to the integration of service-learning in the campuses studied. It further helped to identify institutional roles that influence change processes and integrate new academic practices into the organization.

Faculty participants in the study saw the various roles of leaders to motivate and support them in their work and considered presidential leadership to be a primary influence for publicly valuing faculty work. The findings show that presidential support for interdisciplinary education enriches academic initiatives such as service-learning. However, while presidential support is essential to further educational goals, the role of the provost is also critical (Weingartner, 1996) to advance initiatives such as service-learning and provide the multiple types of resources and material supports necessary for their success. The findings support the contention that the roles of both president *and* provost are of particular significance to move service-learning forward. However, institutional members are well aware that initiatives such as service-learning are fragile and that changing institutional priorities and changes to organizational leadership can impact the future of initiatives to which faculty and student affairs staff are committed.

According to Birnbaum (1988), senior academic leaders search for consensus to identify priorities and make decisions. An issue that can get in the way of collaboration is that senior leaders at the president and provost level do not see the divide between academic affairs and student affairs. Presidents do not always see a cultural divide

although they acknowledge the structural division. However, at Beaver Bridge, the structural and cultural divide is clearly acknowledged by the academic dean. The divide is perceived as a constraint on institutional opportunities, restricting connections between divisions, and preventing open channels of communication to deeply understand changing dynamics among members of the organization.

The Academic Department System

The academic department is both a structure and a system in higher education organizations. The academic department reinforces fragmented and loosely coupled structures (Weick, 1976) and emphasizes the separation between faculty and student affairs. However, Birnbaum (1988) considers that loosely coupled systems can serve important functions to preserve institutions and make them more adaptive to change. The findings show that academic departments approach pedagogical change such as service-learning in different ways and that department chairs and academic deans influence such change differently unit to unit. This reinforces faculty independence and their autonomy, providing further insight into the challenges of faculty engagement in service-learning.

Holland (2000) asks about the role of the department chair to motivate faculty engagement in service-learning. The findings point to the power of this role with examples that extend to faculty rewards and annual evaluations. However, support for faculty does not always come from the department chair, which raises questions about the long term effects of their influence to move initiatives forward. Ward (1998) reinforces the importance of academic administrative support, indicating that engagement of faculty

in service-learning requires the institution to demonstrate its value of their participation in this work. Since the academic department is critical to faculty socialization and organizational identity, the role of the chair to support faculty in their endeavors is a critical influence to the institutionalization of service-learning.

Department leaders have the power to motivate, but academic deans also have the ability to reinforce barriers or motivate collaboration across divisional boundaries. Examples from the study show the influences on service-learning from department leaders including one dean who engages in service-learning in her teaching, providing a model for faculty; a second dean who slowed the progress of service-learning due to traditional perspectives of teaching and undergraduate education; and a third dean who supports faculty in principle as long as financial resources are not needed. Department chairs can support faculty in similar ways, as well as in coordinating workload and acknowledging faculty roles in the integration of service-learning into the curriculum.

However, faculty leaders who are not in formal authority positions also have the ability to motivate faculty to engage in new academic work. Birnbaum (1992) believes that faculty can be considered leaders due to their good judgment and being respected among faculty for their contributions to the academic context of the institution. The findings show that faculty leaders, particularly senior faculty, are essential to motivate faculty engagement in service-learning. Hudson and Trudeau (1995) and Abes et al. (2002) point to the importance of senior faculty to lead the way in service-learning. In this study, senior faculty were important to the development of the service-learning offices with examples in the data showing direct contributions from faculty at the three

sites. Faculty, to varying degrees, were seen in the study to publicly support the development of service-learning offices, proactively work with office staff to train others in service-learning pedagogy, and include service-learning in their teaching. Faculty ownership of service-learning in the campuses studied is critical to sustain it in the academic culture and to extend it beyond the classroom to student affairs units as well. The findings show that campus members can work within their well defined roles, help lower boundaries, and facilitate greater levels of cooperation.

The study shows that many initiatives make it imperative to be connected across divisions. Eimers (1999) contends that it is the characteristic structures of individual campuses that prevent a shared vision among faculty to develop common goals and equally valued educational points of view. It can be argued, however, that shared vision must also extend to a shared responsibility between divisions to achieve educational goals. Yet, complications impede a relationship that should otherwise be fairly simple, with student affairs responsibilities “contribut[ing] as much or more to the institution’s ethos than does the academic enterprise” (Weingartner, 1996, pp. 64-65).

Faculty Reward Systems

A consistent thread about the value of service-learning runs through the findings. Faculty participants perceive that talk by administrators and academic leaders about the value of service-learning is superficial, that it is merely cosmetic and has nothing to do with the substance of what faculty believe to be important to their work. How service-learning is valued by their institutions is an ongoing issue for faculty that impedes their

engagement in service-learning. The findings show that unless faculty feel that their work in service-learning is valued (Furco, 2003; Holland, 1999a; O'Meara, 2002) with that value demonstrated through reward systems for tenure, promotion, and annual salary review, there will be resistance to engage in service-learning work (Bringle & Hatcher, 2000; Furco, 2003; Hinck & Brandell, 2000; Holland, 1999a; O'Meara, 2002; Rue, 1996; Ward, 1996, 1998, 2003; Zlotkowski, 1999). The study emphasizes that faculty rewards in relation to service-learning constrain faculty commitment to new forms of academic work. Without evidence that service-learning is valued by the institution, faculty will not engage in service-learning for institutional reasons but rather for reasons that are either personal to their teaching or because the substance of service-learning and community work adds valued dimensions to their lives.

Faculty reward systems are intrinsic to faculty culture, creating a controlling process that Zahorski and Cognard (1999) assert influences attitudes, morale, and collegiality and provides a framework for understanding how faculty spend their time. The findings suggest that faculty engagement in service-learning is driven from multiple points with the primary factor being the recognition from senior academic leaders and administration that their involvement in service initiatives is legitimate intellectual work (Furco, 2003; Holland, 1997, 1999a, 1999b; O'Meara, 2002).

Each of the campuses in the study had a slightly different approach to reward faculty for service-learning, but each adheres to traditional guidelines known to dominate in the academy. Plater (1999) points out that senior academic leaders assess the ways faculty spend their time, sorting out important differences between their engagement in

the social community, which manifests itself through applied scholarship or service, or in the academic community. Institutional policies and practices, which vary among institutions, directly influence faculty work and must be a primary consideration to promote more widespread use of service-learning (Rhoads & Howard, 1998; Ward, 2003). Presidents and senior leaders in the study indicate that service-learning is an acceptable approach to faculty research endeavors. More flexible approaches to allow faculty to build in their service-learning with their scholarship are supported at Beaver Bridge. Symbolic rewards are utilized but are also recognized to be without the significant meaning of the formal rewards associated with the profession. At Cresthaven, if service-learning is effectively integrated into faculty research, it can count in annual rewards but must also demonstrate its impact on faculty teaching. At Brighton Falls, department chairs have little control in how they can reward service-learning other than tailoring workload to acknowledge the time and the labor-intensive processes associated with service-learning work.

A question raised in the findings pertains to how faculty can approach their scholarship in relation to their teaching. Faculty participants want senior leaders to think differently about scholarship and reward systems, moving to an interdisciplinary model that not only provides more opportunities for faculty to integrate their teaching with their research but also builds in recognition for their work. However, senior leaders emphasize that there are opportunities for faculty to think differently about their scholarship and how their teaching can be closely connected to their research. The data show that senior leaders believe that if community-based research is effectively integrated into faculty

scholarship, then faculty will get credit for it. This is supported by Antonio et al. (2000). However, the findings also indicate that from a faculty perspective, while it cannot hurt in the long run, in the immediacy of each year's annual review, faculty have to be careful how they think about applied approaches to their research. Amey (1999) points out that faculty will be responsive when their work is reinforced, and Potter (1999) suggests that organizations may need to shift how their work is framed in the organization, modifying the rewards offered.

Senior faculty participants in the study worry about junior faculty who are excited to engage in service-learning, warning them against participating in new pedagogical practices until they achieve tenure. Each campus emphasizes excellence in teaching as the number one criterion for rewards. Zahorski and Cognard (1999), however, assert that actual reward practices may not be consistent with public rhetoric. In their view, despite emphasis on the central role of teaching, scholarship still reaps the highest rewards. The findings provide examples of senior leaders who encourage faculty to build service-learning into their discipline-based work, with some institutions supporting alternative approaches to scholarship. Part of the issue, however, is that faculty who are traditionally socialized into the profession often have difficulty conceptualizing the connections between their service-learning teaching and discipline-based research. This phenomenon was found at the three campuses studied.

A contrary perspective is reflected in a study conducted by Abes et al. (2002), which shows that tenure and promotion systems are not necessarily seen to deter faculty engagement in service-learning. Other motivational factors such as time and the labor-

intensive work associated with service-learning were seen to override reward systems except in some cases of untenured faculty. However, Hudson and Trudeau (1995) and Prentice (2002) identified a positive relationship between successful service-learning and reward systems; and Hinck and Brandell (2000) concluded that institutional consideration for faculty roles and rewards is critical to motivate faculty engagement in service-learning. The findings of this study are consistent with the predominant service-learning literature. The issue to resolve is “convinc[ing] faculty to engage in civic development activities while working in an organizational culture in which service and teaching are undervalued relative to research” (Antonio et al., 2000, p. 376).

Language and Meaning to Institutionalize Service-learning

Faculty can understand service-learning from the perspectives of valued academic work and an infrastructure to support the intense processes associated with its sustainability. There is a need for consensus among faculty about their multiple roles in the institution, perceptions of their work, and how the institutional definition of service-learning fits within their academic life. The issue raised in the findings is about the relationship between scholarship and applied forms of research, and the creation of new approaches to faculty work (Boyer, 1990; Bringle et al., 1997; Rice, 1996; Zlotkowski, 1999) to enable faculty to think beyond traditional forms of classroom pedagogies to create integrated and holistic learning environments.

It is clear from the findings that a consistent understanding of how service-learning can be successfully institutionalized into campus environments does not exist on

the campuses studied. The findings show that some faculty understand their role to further service-learning, but varying interpretations of the definition and the importance of service-learning to student learning hinder sustainability. The findings highlight inconsistent understandings among participants *within* each campus, raising questions about how service-learning pedagogy can be institutionalized without common perspectives of its meaning among campus members. However, with no universally accepted definition in the field (Furco, 2002b; Jacoby 1996a) it is not surprising that campus members come to different conclusions about its meaning and methods. The findings of this study show that service-learning is playing out differently across different institutions. Faculty participants are motivated from their different points of view, from infrastructures to support service-learning, and from support by senior leaders and administration that allows faculty to determine the most effective way to integrate service-learning into the curriculum. This explains different approaches to its implementation but does not eliminate questions about different interpretations and meaningful ways to embed service-learning permanently into the academic environment.

Certain faculty were found to misuse service assignments in their courses. According to the findings, some faculty require student engagement in service activities and projects but without appropriate preparation and supervision; other faculty are inconsistent in their use of reflection; and service-learning is not consistently assessed by academic departments to determine its impact on student learning. On the other hand, the findings do indicate that faculty engagement in service-learning can be driven by

different motivating factors, including the academic disciplines and faculty philosophies of teaching.

Cresthaven and Brighton Falls track service-learning in programs and departments through course designation and maintenance of course inventories. While each campus has approved *official* definitions of service-learning, there is the perception not only among faculty but also among senior leaders that a single practice does not exist, which further challenges its institutionalization. Lack of a common way of thinking about service-learning also prevents those who are outside faculty ranks to understand its potential in students' campus experience and shows that institutions that make the most progress to sustain service-learning are those that demonstrate a shared understanding of its fit in the organization.

Student affairs participants are concerned about understanding service-learning not only in terms of academic outcomes but also in terms of learning through service that is occurring broadly on campuses through programs designed and delivered by their division. A deeper conceptualization of service-learning includes formal community partnerships and an expanded institutional vision for its institutionalization. However, the findings also show that while senior administrators acknowledge that service-learning supports an environment of intellectual inquiry and meaningful community experience as part of the undergraduate experience, it is also shown that service-learning is used by the administration as an institutional tool to promote the organization in external environments. At Brighton Falls, the president concedes to a narrow interpretation of service-learning rather than the expanded definition used by the service-learning office.

At Beaver Bridge, interpretations among faculty practitioners and student affairs professional staff are inconsistent. At Cresthaven, the interpretation extends in clear ways beyond the traditional classroom definition of service-learning, recognizing that formal partnering with community agencies can expand the presence of service-learning on the campus.

Faculty in the study considered service-learning in the context of their own teaching and not necessarily in the context of institutional initiatives. Faculty participants consistently identified *their teaching* and *student learning* as the primary motivators for their engagement in service-learning. These findings are supported by Giles and Eyer (1998) who determined that the primary motivation for faculty engagement is teaching effectiveness; Ward (1998) who identified the concept of *service* emphasized in mission statements; and Abes et al. (2002) who found that the primary motivators are support from other faculty and department chairs, modeling of successful service-learning, and demonstration of effective student learning.

The Organizational Environment, Collaboration, and Institutionalization

The results of this study provide evidence that institutional factors demonstrate to faculty how and to what degree their work is valued in relation to the service-learning institutionalization agenda. Furco (2002a, 2002b), Gelmon et al. (2001), and Holland (1997) point out that complex institutional factors converge to influence the sustainability of service-learning. The findings of this study indicate public support from presidents down, a general belief among participants that service-learning is *becoming*

institutionalized on their campuses, and that processes are in place to support its institutionalization.

Certain benchmarks indicated to study participants that service-learning was already institutionalized. According to those faculty, student affairs professionals, and senior leaders, indicators of service-learning institutionalization included formalized structures such as service-learning offices with directors and staff; faculty training and professional development, faculty fellow programs, TA, and student assistant programs; a line to the general budget; service-learning course designation and tracking of course inventories, evidence of increasing numbers of service-learning courses being taught, and public forums to share information about service-learning pedagogy and growth; a reporting line to senior administration; physical location and visible identity; and reward systems that value service-learning and acknowledge alternative forms of faculty scholarship. Intentional structures such as service networks and advisory councils are also indicative of intentional collaboration among campus constituents to support and sustain service-learning. However, as pointed out in the service-learning literature, faculty are the most important variable to achieving successful service-learning (Zlotkowski, 1996), requiring faculty development and training (Abes et al., 2002; Prentice, 2002; Robinson, 2000; Serow et al., 1996), and recognition through reward systems (Zlotkowski, cited in Bringle et al., 1999).

What may be at the heart of the issue, according to Pascua and Kecskes (1998), is not just motivating faculty to engage in service-learning but also encouraging them to see their work through a refocused lens. The findings show the importance of campus leaders

to recognize implicit relationships among the structural characteristics of the organization, member relationships across organizational units, and faculty work that sustains new modes of learning. It is the responsibility of senior leaders to recognize and reward different methods and styles of teaching, identify richer forms of student learning, and help faculty identify research agendas through recognition of community need (Morton, 1996).

Each campus has developed a service-learning identity that is manifest in different ways and institutionalized to varying degrees. The findings show that each service-learning operation has developed tools to support faculty in service-learning work, which is done differently by each of the campuses studied. The service-learning directors work collaboratively to support student affairs programs, demonstrating the potential for strengthened relationships across permeable boundaries. According to Potter (1999), it is the lack of integration between academic affairs and student affairs that creates constraints on the ability of institutions to span these internal boundaries. The findings show that service-learning offices can facilitate boundary spanning between faculty and student affairs and provide new approaches to cooperative work that link divisions, their people, and their work. While each campus has set its own boundaries, it is through the interplay of actions between faculty and student affairs staff that new behaviors emerge. Their interface with the service-learning office is a way to understand how those office structures can facilitate institutional change by modifying boundaries and generating new behaviors.

Time is a critical barrier to the engagement of faculty in service-learning, and is viewed in the study as a constraint on any gains to institutionalize service-learning as a pedagogical practice. Abes et al. (2002) found that time is an essential variable that influences quality teaching and ongoing professional responsibilities. Faculty behavior is guided by cultural orientations to time (Schriber & Gutek, cited in Lawrence, 1994) which, according to Lawrence (1994), “reflect[s] ... the temporal dimensions of norms, the expectations about time that guide role performance, and the sanctions on the use of time that influence behavior” (p. 27). Two of the three campuses in the study have implemented mechanisms to help faculty with time constraints, providing resources for faculty to help diffuse the negative influences of time associated with effective service-learning. Beaver Bridge and Brighton Falls have instituted faculty fellows programs to support faculty training and professional development in service-learning courses. These campuses have also created TA and student assistant programs, which enable graduate students and upper class undergraduates to work with faculty in the delivery of their service-learning courses. According to Lawrence (1994), time is not only measured in hours and minutes but also in terms of the time needed to conduct an activity, like a service-learning course, to its conclusion in an appropriate way. In Lawrence’s view, “The temporal aspects of work include cultural and individual perspectives about time as well as the temporal patterning of work within an organization” (p. 25).

Institutionalization is analyzed on multiple levels at the institutions in the study. The campuses reflect different models of service-learning infrastructure with varying degrees of integration. The findings show that some faculty work outside the support

structures of service-learning offices and others make connections with colleagues and service-learning offices not only for resources but also for the collegiality that comes from working with others. What is important is that service-learning work not be isolated in the organization, that it be connected to other parts of the organization, and that it involves other constituents in the process of its development to sustain it over time.

Among the three campuses studied, there is a positive association between collaboration and the institutionalization of service-learning. The findings also show that a culture of service in institutions can support faculty and student affairs professionals to engage in service-learning; that their collaboration facilitates the depth to which service-learning can be embedded into the academic environment; and that institutionalized service-learning can help lower boundaries between units and serve as a catalyst for institutional change. The study shows that where collaboration is practiced between academic and student affairs divisions there is greater understanding of each other's work, which positively influences student learning.

Significance of the Study

The study, which focused on organizational structure and its relationship to service-learning in higher education, is important because it provides evidence that relationships within organizations influence educational practices and the integration of new approaches to faculty work. Particular findings that make this study significant include evidence that intentional connections between academic affairs and student affairs create opportunities for transformational learning for students. The study provides

data about institutional factors that influence faculty engagement in service-learning pedagogy, structural relationships that motivate collaboration between divisional structures and among members of organizations, and the power of social systems such as the academic department to push the boundaries that are historic in higher education to achieve academic goals. The study shows that collaboration contributes to institutionalize service-learning in higher education. The findings indicate that building relationships across the university community can support undergraduate education and demonstrate that intentional connections between divisions can facilitate organizational change.

The study was informed by a conceptual framework that focused on the structures and cultural dimensions of the selected sites and processes that help organizational members consider the adoption of new forms of academic work. Site selection was an iterative process that took extensive time but provided an informed framework for data collection and the analysis. Validity of the study design is evidenced through triangulation of the different sources of data and thick description of the findings, providing emphasis on human factors that were interpreted through a participant lens.

The design of the study can be replicated to examine the influence of organizational attributes on other institutional priorities in college and university organizations. These initiatives can range from academic and co-curricular programs located in specific units of organizations to broader strategic goals identified at senior administrative levels. Replication of the study can inform senior administrators about the impacts of the structural divide on students' campus experience and provide guidance for

institutional leaders to create integrated educational environments and support the achievement of the long range goals of the organization.

Limitations of the Study

The study was limited by several factors. Three different campuses were the subjects of the study, each shaped by individual history, geographic location, variations in reporting hierarchy and service-learning infrastructure, and different perspectives and interpretations of service-learning and its institutionalization. These institutional characteristics limited the study due to lack of commonality among these features across the three campuses. Lack of consistency of participants' roles/positions at each campus and the varied number of participants from each research site limited the study from a structural perspective. The unequal size of each campus induced inequities with respect to reporting hierarchy that made the organization of data to compare campuses a complex process. Varying lengths of time in which each campus has been engaged in service-learning, the range of service activities that distinguish each campus, and the influence of historic and current manifestations of service and service-learning pedagogy further limited the study. A final limitation was the degree of change among presidents and other senior academic leaders, and perceptions among faculty and student affairs participants about how such change influences service-learning as an institutional priority by the leadership of their campuses.

Recommendations for Practice

The study suggests that four year liberal arts institutions must explore new strategies to move campuses beyond their traditionally separated structures to focus more deeply on the whole student. Institutional leaders and academic authority figures on campuses need to prominently model collaboration to engage faculty, academic administrators, and student affairs personnel in different forms of academic work such as service-learning, emphasizing how academic and student affairs partnerships can create and sustain community-based approaches to teaching and learning, promote seamless learning environments for students, and build intellectual capacity for institutions. Exploring the potential of service-learning, particularly at senior academic leader levels, can help organizations lower boundaries, create team-based approaches to the organization's work, and build relationships to enrich academic and co-curricular life.

In their practice, higher education organizations must be clear about their reward systems and how rewards can constrain faculty in their academic work. Governing bodies led by faculty need to work with senior academic administrators to collaboratively address reward systems to provide alternative opportunities for faculty in their scholarly work. Presidents and provosts are in important roles to influence academic deans and department chairs as they work with their faculty to counter the constraints that currently exist. New faculty also have a role to influence tenure and reward systems and help demonstrate the value of applied forms of scholarship such as community-based research that can be connected in concrete ways to their teaching. Acceptance of new forms of

scholarly practice would give permission to faculty to more broadly and deeply examine the contexts of their work.

Organizational members at all levels, including deans of students and student affairs personnel, need to think about how collaboration can help to facilitate the integration of service-learning into the academic environment, making it visible within and across divisions and planting it deeply into the curriculum. New faculty have a responsibility to think creatively about pedagogy and their teaching, and how to engage students more fully in the academic experience. In their roles, new faculty can counter the more traditional methods of older faculty who, by virtue of their longevity in the institution and their uses of traditional academic practices over many years, may not be flexible to engage in newer forms of teaching. In this way new faculty can help to bridge the generational divide, enabling campuses to fully engage in new forms of academic work. Student affairs professionals who are new to their roles in organizations also have responsibility for initiating their connections with faculty to help in the development of a collaborative culture that supports the work of the organization.

Senior administrators including academic deans and deans of students can take responsibility for developing strategies that connect their faculties and professional staff in concrete ways to the campus experiences of undergraduate students. A potential outcome of the relationships that result is a model of collaboration that undergraduate students can replicate first in their roles as college students and later as working adults as they take on new responsibilities and commitments in their communities.

Recommendations for Future Research

This study provides evidence about growing levels of service-learning on campuses and the importance of building collaborative relationships between faculty and student affairs professionals to further its institutionalization. The study suggests that researchers look at the roles of organizational members to determine the responsibility for driving the service-learning agenda in organizations. Should it be the faculty? Should it be senior academic leaders? Does the responsibility emerge from the joint efforts of faculty and student affairs professionals and who, in this case, takes the lead?

A further consideration for research is to learn whether service-learning should or can stand alone and whether service-learning practice should be integrated into something much larger in the organization. With a stronger focus on community partnerships and national movements to develop engaged campuses, is service-learning a piece of these organizational initiatives or should its ownership and therefore its initiation be retained by the faculty?

The study suggests future research on the institutionalization of other academic initiatives to determine comparative factors that can link other types of academic work to service-learning. Is the institutionalization of service-learning different from other types of academic initiatives due to the thrust of its experiential and community-based characteristics? And how does collaboration act as a catalyst in experiential and community-based academic work to effectively embed service-learning into the institutional environment?

The results of this study emphasize the different degrees of separation that exist between academic affairs and student affairs divisions. Levels of communication, depth of relationships, and shared understanding of the work of each division can contribute in significant ways to the development of a collaborative culture between faculty and student affairs staff, influencing positively the degree to which service-learning is institutionalized. The outcomes of the study show that collaboration exists at different levels in institutions, has a positive relationship to service-learning institutionalization, and is an important consideration for institutional leaders to advance innovation and change in academic work.

APPENDIX A

SUMMARY OF RESEARCH STUDIES

Service-learning, Faculty Role, and Institutional Factors

Research Study

Hinck & Brandell (2000)

Survey; n=25; Campus Compact Institutions; analysis of institutional support and campus acceptance of service-learning.

Importance of Faculty Role:

Formal reward systems required; when s-l valued by institutional reward systems impacted; valued as intellectual, discipline relevant pedagogy; centralized resources located in academic affairs.

Degree of Institutional Support:

Clear definition tied to mission: >10% engagement requires institutional support (fiscal); president/admin. required; interpretation/value of s-l by organization; linked to curriculum and recognized by administration; central resources linked to administrative support.

Meaning of Reward Systems:

Service-learning promoted as legitimate endeavor; institution/faculty choice determining factor; traditional scholarship linked to s-l research alignment with service initiatives.

Prentice (2002)

Survey: community colleges: n=29 Horizon colleges; n=100 non-Horizon colleges; s-l institutional issues.

Perception of faculty re: value of service-learning determines degree of faculty engagement; faculty development and training required; support s-l pedagogical tool; faculty support linked to administrative support.

Inclusion of administration to determines reward systems; essential to demonstrate value/validity of engagement in s-l; administrative support necessary for success; specific budget line; collegial connection with other institutions.

Development and use of best practices linked to faculty work.

APPENDIX A (2)

Research Study

Abes, Jackson & Jones (2002)

Survey of service-learning users and non-users; n=518 responding faculty (39%); service-deterrents.

Ward (1998)

Comparative study; integration of service-learning into two institutions in NW US.

Importance of Faculty Role:

Quality teaching, professional responsibility, and implementation of s-l course-based factor more essential than personal; variations between early adopters and 2nd generation faculty; faculty-led most successful; faculty support models to recruit new faculty; internal motivation overrides importance of rewards; training a key motivator.

Degree of reward varies by institution; individual interpretation/choice of faculty roles shaped by academic department, institutional culture, and mission; definition of s-l linked with educational goals of institution; course-based s-l requires faculty involvement.

Degree of Institutional Support:

Fiscal resources necessary to design curriculum; time valued for successful logistical issues; interpretation of reward structures by the institution may limit successful implementation.

Determines criteria for rewards; variations in institutional purpose/interpretation of mission; definition of service; value of experiential education as pedagogy; administrative support and funding; work/actions = support.

Meaning of Reward Systems:

Relationships to professional responsibility; Recognition of teaching in reward structure ≠ increased use of s-l pedagogy; common deterrent is lack of recognition as scholarly activity yet reward/tenure policies not primary deterrent for s-l adoption.

Reward structures vary by institution; traditional vs. mission-specific value of s-l; role of governance/administration in institutional policy decision-making; link with faculty expertise and area of scholarship; institutional criteria for Evaluation and assessment of faculty work; faculty rewards essential for institutionalization.

APPENDIX A (3)

Research Study

Hudson & Trudeau (1995)

Analysis of institutionalization;
Feinstein Institute, Providence College;
donor initiated/support program.

Schmeide (1998)

Pilot study; n=18; questionnaire focus on
institutionalization of experiential education.

Importance of Faculty Role:

Senior faculty essential for faculty
recruitment; senior faculty power;
critical to consider s-l fit with mission;
variations in interpretation of pedagogical
models by faculty; faculty-driven; liberal
arts academic degree programs; necessary
to allow faculty to take responsibility and
control; faculty role models developed
through experiential education, which
demonstrate value of s-l.

Faculty/role in institution a key
determinant of success; degree of concept
of s-l; alliance between faculty and
administration determine how institutionalized
reward systems influence success; institutional
values connected to review and evaluation
systems; legitimacy of non-traditional
interdisciplinary pedagogies.

Degree of Institutional Support:

Central to educational mission; institutional
literature linked to definition of educational
experience; mandated faculty control;
recognition of political dimensions of
institution; recognized opportunity for
political analysis of academic/institutional
environment; connection to curriculum;
variations of pedagogical models deter
degrees of success among institutions;
necessary development of action plan;
considers fit with mission and historic
traditions of the institution.

Institutional structure influences implementation;
administrative support necessary; importance
to consider division and discipline locale; degree
of concept and value to institution influences
institutionalization; influence of environmental
monitoring; alliances among faculty, administration,
and external community; institutionalized reward
systems needed; key constituent support
valuable.

Meaning of Reward Systems:

Positive relationship to reward systems.

Variations determined by institutions;
legitimacy of non-traditional and interdisciplinary
pedagogies; variance between factors of triad and
influence on reward structures; institutional
values operationalized contextually linked
to scholarship; relationship of reward systems
to pedagogy.

APPENDIX A (4)

Research Study

Serow, Calleson, Parker & Morgan (1996)

Inventory of s-l programs in higher education institutions in North Carolina; n=18.

Importance of Faculty Role

Perceived value of academic goals influences faculty integration of s-l; experiential pedagogies; relationship of academic goals to institutional mission; strength of s-l is link to curriculum; essential strong role of faculty to ensure success.

Degree of Institutional Support

Varies by institution; institutional structure influences support; commitment required; tied to mission; supports faculty recruitment, training, and education; s-l highly influenced by structural forces, educational goals, and institutional policies; strongest predictor of support linked to curriculum and faculty.

Meaning of Reward Systems

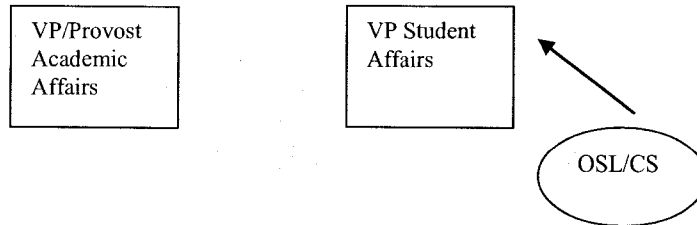
Suggestions to blur the lines that separate Service and research.

APPENDIX B

CRITERION III: INITIAL MODELS OF REPORTING STRUCTURES

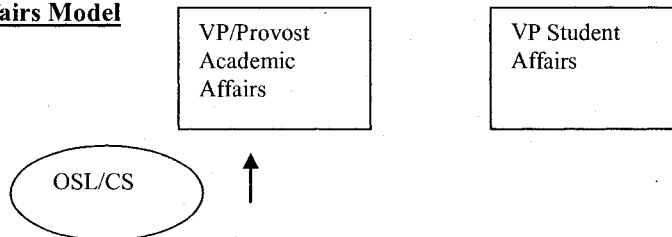
A. Separation of divisions with the office for service-learning a *direct report* to the v p for student affairs. In this structure, what is the relationship between the divisions? From where and how does collaboration with academic affairs get promoted? And what happens when collaboration gets promoted? Where is the point of integration with the faculty and how is the traditional bifurcation between divisions resolved?

Student Affairs Model



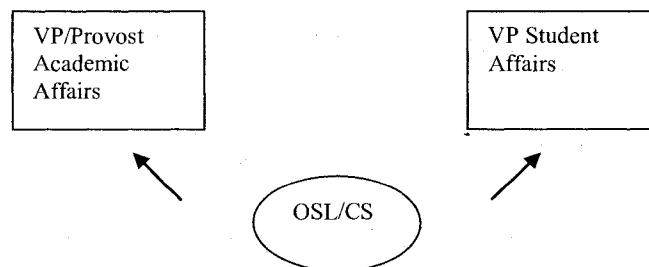
B. Separate divisions with the office for service-learning a *direct report* to the provost. In this structure, what is the relationship between the two divisions? What is the relationship between faculty and the office for service-learning? How is collaboration promoted between the two divisions, particularly when community-based activities including volunteerism and community service generally emanate from the division of student affairs through the student activities office.

Academic Affairs Model



C. Two separate reporting structures, academic affairs and student affairs, with the office of service-learning a *joint report* to both vice presidents. In this structure, what is the relationship between divisions? What are the supervisory issues associated with joint report? How does joint reporting of the office influence the traditional bifurcation between divisions? From where and how is collaboration promoted? What is the role of faculty with respect to the office? And what happens when collaboration is motivated between divisions to promote service-learning?

Joint Model



APPENDIX C

INSTITUTIONAL REVIEW #1

Factors that influenced elimination of 38 campuses from initial sample of 96, reducing sample to 58:

- Institutions reporting to an administrative office; no direct reports to student affairs, academic affairs, or a combination;
- Campuses with community service activities embedded only in student activities, no defined office, and no connection to academic units;
- No evidence of an infrastructure to support service initiatives;
- No paid director or dedicated paid staff;
- Perceived view the institution in state of transition, negatively impacting depth of service work institution engaged in and/or negatively influencing factors of infrastructure identified for study;
- A volunteer center or public service center that focuses only on volunteers;
- Member in Campus Compact < 1 year and/or less than one year of structured service activities;
- Office reliance on AmeriCorps VISTAS and work study with no evidence of institutional hard monies committed to service initiatives;
- No evidence of a budget line to support service work;
- Initiatives limited to community partnerships/initiatives directed from senior administration and not clearly linked to students and the curriculum; and
- Centers or specific schools within institutions that combine multiple initiatives such as career development, centers for work, internships, and honors programs with volunteering and community service integrated in some way, preventing service from having its own identity, office, and support staff.

APPENDIX C (2)

INSTITUTIONAL REVIEW #2

Factors that influenced the elimination of 22 institutions, reducing sample to 36:

- Institutions that appear to offer community service and volunteering opportunities and no service-learning;
- Indicators of fragmented, uncoordinated service with no dedicated staff to organize institution-wide initiatives;
- Campuses in transition with no indicators of a real and committed infrastructure to support long term sustainability and institutionalization of service;
- Member institutions that do not have formal and on-going communication with Campus Compact;
- Service tied only to programs in education through student teaching; and
- Schools in rural areas without communities or neighborhoods where organized service can be implemented.

APPENDIX D

TELEPHONE PROTOCOL FOR SITE SELECTION

1. In your institution, can you clarify the types of offices that support service?
For example: a volunteer office, a Center for Service-learning, an Office for Community Service.
2. In what division, school or units are these initiatives/offices housed?
3. Do these offices have visible and independent identities from other structural units of the institution?
4. Is there a position such as Director or Coordinator of Community Service or Service-learning?
5. To whom do these offices report – e.g. academic dean, provost, dean of student affairs, department chair, ministry, center for community partnerships, etc?
6. Is there some evidence of cross reporting of the director to one or more division – e.g. does the director report to an academic dean and also some one in the student affairs division; does the director work with faculty yet report up through student affairs?
7. In cases where multiple service offices exist, is there evidence of collaboration? How? What is it – examples?
8. [In those institutions] where collaboration is practiced, what mechanisms are used to motivate and promote collaborative behaviors between professional staff, faculty, and administrators connected to service initiatives?
9. Are there some examples of service collaboration within your campus that you can identify/tell me about?

APPENDIX E

SAMPLE INTERVIEW PROTOCOL

The sample interview protocol reflects a clustering of questions identified by institutional role/position. Identified roles/positions that may be accessed during interviews: Chief Academic Officer (CAO)/Provost and/or Associate Provost; VP/Dean for Student Affairs; Academic Dean; Department Chair; members of the faculty; Director for the Office for Service-learning/Community Service (OSL/CS). A more detailed protocol will be developed for each interviewee once the case institutions and individuals for interviews are identified.

General Identifiers

1. How long have you worked at this institution in your current role?
2. What other roles/positions have you held in higher education?
3. Is there a generally understood definition of service-learning at this institution? If yes, how is it defined? If no, what is your understanding of service-learning?

Senior Administration

(CAO/Provost and/or Associate Provost; VP/Dean of Student Affairs)

4. Do you believe that service-learning is institutionalized in your institution? If so, what evidence or characteristics do you identify with the institutionalization of service-learning?
5. In your view, how does cross-divisional collaboration influence sustained service-learning in the institution?
6. From your role/position, how does the academic department as a structure within the organization influence collaborative practices between faculty and professional staff in the Student Affairs division?
7. What is your role for motivating faculty participation in service-learning and related initiatives and activities?
8. From your perspective of your institutional role how do educational philosophy and values of the institution influence the development of collaborative practices between Academic Affairs and Student Affairs?

Academic Deans and Department Chairs

9. As academic dean (or department chair), how would you describe your working relationship with the VP/Dean for Student Affairs to promote collaboration between your divisions?
10. What specific responsibilities do you have for fostering and encouraging collaborative work between faculty and professional staff in the Student Affairs division?
11. In your view, what influence does the academic department structure have on motivating or restricting collaboration between Academic Affairs and Student Affairs to institutionalize non-traditional approaches to teaching such as service-learning?

12. How do you view the relationship between the academic curriculum and the co-curriculum that is generally associated with programs that are designed and delivered by Student Affairs professional staff?
13. In what way(s) do the members of your faculty (individually or collectively) initiate collaborative relationships or activities with the Office for Service-learning/Community Service? Have programs or initiatives emerged from this collaboration and, if so, what are some examples? What do you see as your role in this process?

Faculty

14. What type of support do you need from the senior administration, your academic dean, and your department chair to initiate new or non-traditional approaches to curriculum development?
15. In your view, how are decisions made about faculty access to resources to support the development and implementation of new or non-traditional approaches to academic work? (e.g. workload, curriculum design, professional development in service-learning)
16. What supports from the institution do you need for integrating service-learning into your courses? (e.g. material, financial, positional, procedural)
17. What is your experience collaborating on academic initiatives or programs with professional staff from the division of Student Affairs?
18. As a faculty member what do you need in the way of resources and support from the Office for Service-learning/Community Service to support your work in service-learning?

Director of the Office for Service-learning/Community Service

19. What do you consider the primary steps or factors in a process to institutionalize service-learning?
20. How does the role of the Director for the Office for Service-learning/Community Service contribute to the process for sustaining service-learning?
21. In your view what is the relationship between collaboration that occurs between the divisions of Academic Affairs and Student Affairs and the role of your office to motivate sustained service-learning on the campus?
22. What does the Office for Service-learning/Community Service provide for faculty and other campus constituents to support service-learning initiatives/activities at the institution?
23. Describe the methods the office employs for working with and supporting faculty in service-learning initiatives?
24. From your perspective, what service-learning activities, forums, or campus events encourage collaboration and interaction between faculty and Student Affairs professionals?

APPENDIX F

INTERVIEW CONSENT FORM

University of Massachusetts Boston
Department of Graduate Education
100 Morrissey Boulevard
Boston, MA 02125-3393

Researcher: Joanne Dreher
Contact Information: xxx-xxx-xxxx

Consent form for participation in a research study that will examine the relationship between the specific structures associated with academic affairs and student affairs and its influence on the institutionalization of collaborative service-learning in higher education organizations.

Introduction

You have been asked to participate in the study described below. The researcher, Joanne Dreher, has explained the project to you in detail. You should feel free to ask questions at any time during the interview and if you have further questions later, Joanne Dreher will discuss them with you. Her contact information is xxx-xxx-xxxx.

Goals and Benefits of the Project

The goal of this project is to learn how internal structures in higher education organizations influence collaboration among and between individuals and groups to achieve the institutionalization of pedagogies like service-learning. The results of this study may aid and benefit participants (institutions and members) by increasing their understanding of the influence of structure to further the institutionalization of service-learning, thereby contributing to the growing field of service-learning.

What Will Be Done

By participating in this study you will be interviewed by Joanne Dreher, the person responsible for this study. The interview will take approximately one (1) hour at a time and location to be mutually determined by you and the researcher. The location chosen for the interview will be one that you are comfortable with.

This study involves audio-taping of the interview. Neither your name nor any other identifying information (such as your voice) will be associated with the audiotapes or the transcription of the tapes. Only the researcher will be able to listen to the tapes. The tapes will be transcribed by Joanne Dreher. The tapes will be destroyed once the transcriptions are checked for accuracy, within 90 days from the date of the taped interview. Transcripts of your interview may be reproduced in whole or in part for use in presentations or written products that result from this study. Neither your name nor any other identifying information will be used in presentations or in written products resulting from the study.

The interview protocol will include questions about your role at your institution and factors related to your position that may [have] influence[d] collaboration between academic affairs and student affairs divisions to institutionalize service-learning. A follow up conversation may be necessary to clarify information from the taped interview.

Risks or Discomforts

The risks this study poses to participants are minimal.

Confidentiality

Your participation in this research is confidential. None of the information will identify you by name. All information will be coded and access to the data will be limited to Joanne Dreher, the person responsible for the research study, and the members of the Dissertation Committee. The data will be stored in a secured file and destroyed within two (2) years after the research is concluded.

Voluntary Participation

Your participation in this study is voluntary. You may terminate your participation at any time. If you wish to terminate your participation you only need to inform Joanne Dreher, the person responsible for this study, at xxx-xxx-xxxx of your decision.

Rights and Complaints

If you are not satisfied with the process for this study or if you believe you have been injured in any way by participating in this study, you may convey your concerns to Joanne Dreher at xxx-xxx-xxxx. You may also write or call a representative of the Institutional Review Board (IRB) at the University of Massachusetts Boston, which oversees research involving human subjects. The IRB may be reached at the following address: IRB, Office of Research and Sponsored Programs, Quinn Administration Building – 2-015, University of Massachusetts Boston, 100 Morrissey Boulevard, Boston, MA 02125-3393. You may contact the Board by telephone at 617-287-5370. You may also contact Dr. Dwight E. Giles, Dissertation Chairperson, with any concerns that you may have. He may be contacted at the Graduate College of Education, Wheatley Hall, University of Massachusetts Boston, 100 Morrissey Boulevard, Boston, MA 02125-3393 or 617-287-7621.

YOU HAVE READ THE CONSENT FORM. YOUR QUESTIONS HAVE BEEN ANSWERED. YOUR SIGNATURE ON THIS FORM MEANS THAT YOU UNDERSTAND THE INFORMATION AND THAT YOU CONSENT TO PARTICIPATE IN THIS STUDY.

Signature of Participant

Signature of Researcher

Printed Name of Participant

Printed Name of Researcher

Title

Date

APPENDIX G

INSTITUTIONAL DOCUMENTS REVIEWED

1. Materials documenting campus histories of service-learning initiatives.
2. Office for Service-learning and Community Partnerships Annual Reports.
3. Organizational charts that show relationships between campus units
4. Organizational charts that indicate the connections between service programs organized by different units of the organization.
5. Community service materials for students developed in Divisions of Student Affairs.
6. Student newspapers.
7. Service-learning course syllabi.
8. Campus web pages identifying community opportunities for students.
9. Service-learning faculty training materials and service-learning information booklets.
10. Strategic planning reports and indicators of institutional priorities located on presidents' pages on campus web sites.
11. Unpublished master's thesis analyzing campus integration of service-learning.
12. Faculty white paper to support advancement of service-learning.
13. Transcripts of speeches and public presentations tracing service-learning growth.

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