Faculty and Administrative Partnerships: Disciplinary Differences in Perceptions of Civic Engagement and Service-Learning at a Large, Research-Extensive University

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In recent years, considerable energy has been expended attempting to define, evaluate, and promote active learning pedagogies such as civic engagement and service-learning. Yet much of this scholarship treats civic engagement and service-learning at either a macroscopic level (studying an entire university system) or microscopic level (studying a particular course or project). There has been comparably less research examining how different disciplinary cultures influence the conceptualization and implementation of active learning pedagogies within individual institutions. This study draws on quantitative survey methodologies to examine faculty perceptions of civic engagement and service-learning at a major public research university within and across four disciplinary groupings: (a) the Humanities; (b) Behavioral and Social Sciences; (c) Science, Technology, Engineering, and Mathematics (STEM); and (d) the Applied Professions. In contrast to a "one size fits all" approach to civic engagement and service-learning, the recognition of such differences only enhances the possibilities for productive interdisciplinary faculty partnerships and partnerships between faculty members and administrators interested in these forms of engaged scholarship.

For 30 years, scholars beginning with Derek Bok (1982) and Ernest Boyer (1990) have issued calls for academia to push beyond the walls of the university and interact with society at large, promoting what has come to be known as scholarship of engagement (Sandmann, 2008). One of the many manifestations of this scholarship of engagement is the embracing of civic engagement and service-learning, two active learning pedagogies which foster interaction, participation, and collaboration between educational institutions and the communities to which they belong. Although numerous definitions of these terms abound (Brabant & Braid, 2009; Butin, 2003), we use Adler and Goggin's (2005) definition of civic engagement as "the ways in which citizens participate in the life of a community in order to improve conditions for others or to help shape the community's future" (p. 236), and Campus Compact's (2004) conceptualization of service-learning "[as] incorporat[ing] community work into the curriculum, giving students real-world learning experiences that enhance their academic learning while providing a tangible benefit for the community."

Since the end of the 20th century, both of these active learning pedagogies have grown in popularity alongside the emergence of a national movement which encourages greater social connection through the use of civic engagement or service-learning in pedagogical practice (Jacoby, 2009). Yet, despite the growing popularity of civic engagement and service-learning, the enthusiasm for such projects has not always translated into practice nor has it been universally embraced. Numerous scholars have noted that the adoption of civic engagement and service-learning is complicated by the significant rifts that exist in disciplinary perceptions of the terms, their value, and the challenges they might pose to curriculum-specific classrooms (Abes, Jackson, & Jones, 2002; Antonio, Astin, & Cress, 2000; Butin, 2006a, 2006b; Lunsford, Church, & Zimmerman, 2007; Vogelgesang, Denson, & Jayakumar, 2010; Zlotkowski 2000).

This study advances conversations about disciplinary identity and engaged scholarship by highlighting the connections between disciplinary identity and perceptions of, goals for, and concerns about civic engagement and service-learning within a single large, research-extensive university. Through a quantitative assessment of faculty views of civic engagement and service-learning, we examine the variance in faculty perceptions of these active learning pedagogies across four disciplinary groupings: (a) the Humanities; (b) Behavioral and Social Sciences; (c) Science, Technology, Engineering, and Mathematics (STEM); and (d) the Applied Professions. As our findings reveal, awareness and recognition of the role of disciplinarity in perceptions of civic engagement and service-learning enhance faculty and administrators' ability to partner and collaborate on active learning projects.

Understanding the Impact of Disciplinarity on Civic Engagement and Service-Learning

As important as the impact of the institutional culture on the embrace of the scholarship of engagement (see Abes et al., 2002; Antonio et al., 2000; O'Meara 2008; Vogelgesang, Denson, & Jayakumar, 2005), is the impact of disciplinarity or disciplinary identity. In their seminal work

on academic tribes, Becher and Trowler (2001) discuss how disciplines "define their own identities and defend their own patches of intellectual ground" (p. 47), attending to the ways disciplines socialize students into "academic tribes" and use markers such as physical artifacts or specialized discourses to establish the discipline's "cultural identity" (p. 46). Once constituted, these cultures "affect how faculty interact with students, conceptualize their work, participate in institutional decision making, and balance disciplinary and institutional responsibilities" (Austin 1990, p. 61). A growing body of literature has noted that such disciplinary differences manifest in scholarship, teaching (Huber, 2006; Jones, 2009; Kreber 2009; Neumann, 2001), procedures for assessment (Shay, 2008), and philosophies of knowledge (Kuh & Witt, 1988; Kuhn, 1962).

Additionally, scholars have begun to assess disciplinarity's effect on active learning pedagogies such as civic engagement and service-learning. Considerable work has been done interrogating how disciplinary differences influence the perceptions and adoption of community service work or service-learning. Although not empirical, Butin's work (2006b) offers a provocative thesis regarding disciplinary differences on interest in service-learning. Citing Campus Compact's (2004) data and employing the disciplinary classifications used by Becher and Trowler (2001), he argues that "of most salience here are divergent concepts of teaching styles and assessment procedures between hard and soft disciplines" with the "hard disciplines" having an "antipathy to service-learning assumptions" (Butin, 2006b, p. 480). Seeking to illuminate the hard disciplines' perspective on service-learning, he argues "the cumulative nature of knowledge [in these disciplines] makes moot any notion of student perspectives or 'voice' in the field. It is simply not relevant how students 'feel' about subatomic particles" (Butin, 2006b, p. 480). With such a stark view of how various disciplines conceive of knowledge, scholarship, and pedagogy, Butin (2006a) contends that service-learning is not desirable in all disciplines and should be conceptualized as a distinct discipline of community studies. Though Butin's work provides some backing for claims about the nature of civic engagement and service-learning work by discipline and articulates thought-provoking arguments about how active learning pedagogies are applied across disciplines, further empirical research is needed to assess how faculty goals for, and concerns about, civic engagement and service-learning differ across disciplines. Rather than assuming that faculty within certain disciplines reject civic engagement and service-learning, empirical research can better identify these goals and concerns, and inform how program administrators can better meet faculty needs across disciplines.

In contrast to Butin's non-empirical approach, other scholars have begun to examine disciplinary identity as an influence on faculty perceptions of and likeliness to embrace active learning pedagogies such as service-learning or civic engagement. Existing findings in the literature paint a portrait which suggests certain applied fields (e.g. education and health sciences) are more likely to participate in service-learning or other forms of engaged scholarship (Antonio et al., 2000; Vogelgesang et al., 2010), whereas, scholars in math and the humanities are less inclined to incorporate such pedagogies into their classes. To quote Antonio et al.'s (2000) analysis of faculty involvement in community service, "faculty trained in

social work, ethnic studies, women's studies, education, and health sciences — fields that focus on improving people and communities" were among the most likely to demonstrate a commitment to community service; whereas, "math/computer science and foreign language faculty" and "faculty trained in the physical sciences, anthropology, and English" were among the least likely to espouse a commitment to service (p. 384). Abes et al. (2002) reveal significant disciplinary differences, with faculty in mathematics and sciences least likely to see service-learning as a valuable pedagogical tool.

More recently, growing evidence suggest that scholars are increasingly aware of the need to make connections between disciplinary locations and the role or value of active learning pedagogies (Bringle, Jones, & Pike, 2009; Demb & Wade, 2012; Doberneck et al., 2010; Lunsford & Omae, 2011; Townson, 2009; Wade and Demb, 2009). Vogelgesang et al. (2010) contributed to the scholarship on disciplinarity and engaged scholarship through an analysis of various responses to the 2004-2005 Higher Education Research Institute's national survey of college faculty. Corroborating parts of Antonio et al.'s (2000) and Abes et al.'s (2002) data, their research reveals that "[f]aculty in math/statistics, humanities, and English were least likely to report using scholarship to address community needs" and faculty "in applied fields such as education, health sciences, and forestry/agriculture" were more likely to embrace engaged scholarship (Vogelgesang et al., 2010, p. 449). Acknowledging the important work done by Antonio et al. (2000) and Vogelgesang et al. (2010), O'Meara et al.'s 2011 work positions "disciplinary and department contexts" as important foci in the extant literature on engaged scholarship (p. 87), and calls for additional work on the influence of disciplinarity and interdisciplinarity on engagement.

Rather than analyze at the level of the discipline, other scholars have begun to explore variance in active learning pedagogies by attending to disciplinary groupings. Studying faculty perceptions of civic engagement and service-learning at Indiana University-Purdue University Indianapolis, Bringle, Jones, and Pike (2009) argue responses from their institution's School of Social Work indicated a more positive evaluation of civic engagement than the institution's School of Science. Similarly, their study revealed that perceptions of institutional support for civic engagement work also vary by disciplinary location, with members of the School of Social Work more apt to perceive support for such an active learning pedagogy than members of the School of Medicine (Bringle, Jones, & Pike, 2009). Also analyzing a larger university, Demb and Wade (2012) rely upon disciplinary locations as a means of examining variance in faculty engagement broadly defined. Their findings suggest that disciplinary locations such as Law; Education and Human Ecology; Food, Agriculture and Environmental Science; and Social Work are the most engaged, whereas their findings reify the perception of the Humanities, Math and Physical Sciences as least engaged. Demb and Wade also found the Social and Behavioral Sciences as among the least engaged, an observation corroborated by Townson (2009).

This study seeks to contribute to the conversations about disciplinarity and active learning pedagogies by examining *how faculty perceptions of, goals for and concerns about civic engagement and service-learning vary across academic disciplinary groupings within a large,*

public research-extensive university, drawing upon a survey of faculty across four distinct disciplinary locations: (a) Humanities; (b) Social Sciences; (c) Science, Technology, Engineering and Math (STEM); (d) and the Applied Professions (see Participants, below). This study builds upon existing studies by illuminating the various assumptions about these active learning pedagogies that operate in different disciplines at a large, research-extensive university, specifically attending to faculty advocacy for civic engagement and service-learning, as well as their motivation for and concerns about using these pedagogical practices. Such findings contribute to the debates around the role of civic engagement and service-learning within higher education, and may help ongoing efforts to better address specific disciplinary concerns and goals for them, rather than using a "one size fits all" approach. By so attending to the differences between these disciplinary locations, we add to the knowledge that may help forge productive partnerships between faculty and administrators interested in increasing the rates of faculty participating in active learning pedagogies.

Method

Participants

Study participants (N = 129, 72 female) were composed of tenure track (n = 65) faculty, and non-tenure track (n = 64) faculty and graduate student instructors who taught graduate and undergraduate courses at a major public research university in the mid-Atlantic area during the spring 2011 semester. The institution is classified as a "Doctoral/Research University – Extensive" by the Carnegie Foundation for the Advancement of Teaching, and it is further described as a "research university, with very high research activity (RU/VH)" in the Basic Classification Category of the Carnegie Classification of Institutions of Higher Education. All study participants were over 18 years of age. At all times the study was conducted in compliance with the university's Institutional Review Board (IRB).

Procedure

Participants were sent an email through the university's faculty listserv asking them to complete a survey from the 2010-2011 Lilly Graduate Fellows.[1] They were told that completing the survey would enter them in a raffle to win a prize (a Barnes & Noble Nook e-reader). Participants first provided informed consent and then completed the survey online at SurveyMonkey.com. After the main survey of interest, participants provided basic demographic information: gender, age, race, faculty rank (e.g., full professor, graduate instructor), and college affiliation at the university. See the Appendix for the complete survey instrument.

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[1] The Lilly Graduate Fellows program is a competitively selected program designed to bring together a small group of senior graduate students from a range of disciplinary backgrounds. The Fellows meet regularly over the course of the academic year to improve undergraduate teaching and learning practices on campus.

The Survey

The survey was designed to measure three variables important to our study of civic engagement and service-learning: (a) level of advocacy for civic engagement/service-learning, (b) specific reasons for using civic engagement/service-learning, and (c) specific concerns about using civic engagement/service-learning (see appendix).

Level of advocacy for civic engagement and for service-learning was measured with four Likert scale items with response options from 1 (Strongly Disagree) to 6 (Strongly Agree). The items were: (a) confidence in the respondent's understanding of civic engagement/service-learning, (b) extent of incorporation of civic engagement/service-learning in current classes, (c) extent of concern about incorporating civic engagement/service-learning into future classes, and (d) awareness of current campus resources supporting civic engagement and service-learning. The survey contained a fifth Likert Scale item, measuring whether or not instructors had students complete civic engagement/service-learning work on or off-campus, but this item was included as part of another project and not of theoretical interest to the current project. Once the fifth item was dropped, the initial four items were summed and averaged to create an index of civic engagement/service-learning advocacy (α = .75 for civic engagement, α = .74 for service-learning), with higher means indicating greater advocacy of civic engagement/service-learning.

Specific reasons for, and specific concerns about, using civic engagement/service-learning were measured using forced-choice items. These items allowed participants to check all options that applied to them (e.g., "I use civic engagement to help my students master course material."). The survey additionally contained two open-ended questions asking participants to define civic engagement and service-learning, included in order to gather qualitative data on self-generated definitions of civic engagement and service-learning. Due to the likelihood of the other questions influencing these definitions, participants completed the open-ended questions first. The qualitative data was collected as part of a separate study, and will not be analyzed in this report.

After the survey was completed, respondents were divided into the following disciplinary groups for comparison purposes, reflecting the organizational structure within the institution being studied: (a) Social Sciences (*n* = 27); (b) Science, Technology, Engineering and Math (STEM, *n* = 36); (c) Humanities (*n* = 36); and (d) Applied Professions (*n* = 30). Social Sciences respondents were those from the institution's College of Behavioral and Social Sciences. STEM respondents were those from the College of Computer, Mathematical and Natural Sciences, and from the School of Engineering. Humanities respondents were from the College of Arts & Humanities. The Applied Professions respondents taught within the College of Agricultural & Natural Resources, the School of Architecture, Planning & Preservation, the School of Business, the College of Education, the College of Journalism, the College of Information Studies, the School of Public Health, and the School of Public Policy.

Results

A preliminary analysis showed that there were no effects due to gender, age, race, or faculty rank of the participant so these variables have been excluded from all further analyses.

Survey Response Rate

Of the 3,071 instructors contacted through a faculty listserv email, 129 completed the survey, a total response rate of 4.2%. Consistent with the procedure of Sheehan (2006), follow up analysis was done to determine the proportion of the 3,071 contacted instructors that viewed the email, as opposed to deleting it, and a response rate was calculated from that sample (see also Paolo, Bonaminio, Gibson, Partridge, & Kallail, 2000). When this sample is considered, the survey response rate is 81.1% (129 of 159 participants).

Civic Engagement

Civic Engagement Advocacy. To examine the differences in advocacy among disciplinary groupings, a one-way ANOVA between subjects was conducted. This analysis revealed that there were significant differences across academic disciplines in their advocacy for civic engagement, $F(3, 124) = 5.37$, $p < .01$, $\eta_p^2 = .12$. Tukey post hoc comparisons showed that the Humanities disciplines ($M = 4.54$, $SE = .17$, 95% CI [4.19, 4.88]) advocated for civic engagement to a significantly greater extent than the STEM disciplines ($M = 3.64$, $SE = .17$, 95% CI [3.30, 3.98]), $p = .002$ or the Applied Professions ($M = 3.72$, $SE = .19$, 95% CI [3.34, 4.09]), $p = .009$. There were no other statistically significant differences between disciplinary groupings in their advocacy of civic engagement. The means for each disciplinary grouping are depicted in Figure 1.
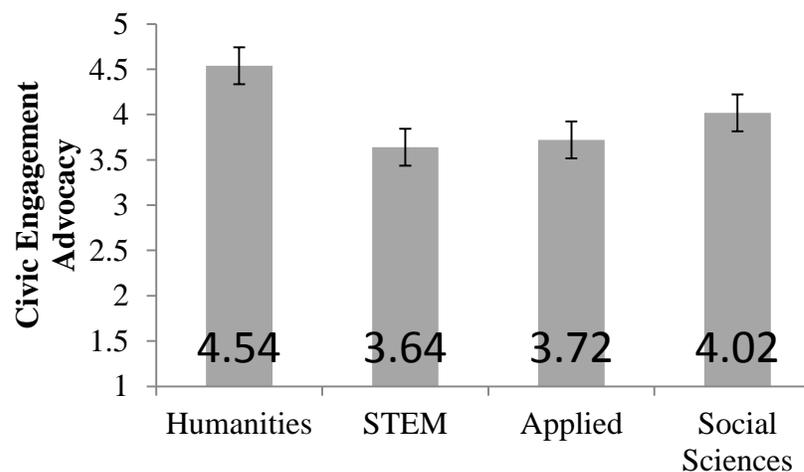

Figure 1. Civic Engagement advocacy split by academic discipline. The error bars attached to each column represent standard errors.

Specific Reasons for Using Civic Engagement

Table 1 shows the percentage of instructors across all disciplines that agreed with each specific reason for incorporating civic engagement into the classroom. The chi-square results in Table 2, however, demonstrated that instructors from different disciplines had significantly different reasons for incorporating civic engagement into their classes. Specifically, there were differences in the percentage of disciplinary agreement with the following items: (a) in order to raise students' sensitivity to social issues (Humanities 86.1%, STEM 50.0%, Applied Professions 76.7%, Social Sciences 85.2%), χ^2 (3, N = 129) = 15.25, p < .01; (b) in order to help students develop professional skills (Humanities 5.6%, STEM 2.8%, Applied Professions 6.7%, Social Sciences 25.9%), χ^2 (3, N = 129) = 11.51, p < .01; and (c) in order to fulfill department requirements (Humanities 5.6%, STEM 2.8%, Applied Professions 6.7%, Social Sciences 48.1%), χ^2 (3, N = 129) = 33.48, p < .001. No other significant differences emerged.

Table 1

Goals for the Incorporation of Civic Engagement, All Disciplines.

Item	Civic Engagement % (N)
Help my students master course material	45.5 (60)
Benefit a social cause	33.3 (44)
Raise students' sensitivity to social issues	72.7 (96)
Help students develop professional skills	9.1 (12)
Fulfill departmental/university requirements	13.6 (18)
None of the above	.8 (1)

Table 2

Goals for the Incorporation of Civic Engagement, by Academic Discipline

Item	% (Soc)	%(STEM)	%(Hum)	%(App)	χ^2
Help my students master course material	51.8	41.7	50.0	43.3	.95
Benefit a social cause	51.8	25.0	30.6	30.0	5.57
Raise students' sensitivity to social issues	85.2	50.0	86.1	76.7	15.25**
Help students develop professional skills	25.9	2.8	5.6	6.7	11.51**
Fulfill departmental/university requirements	48.1	2.8	5.6	6.7	33.48***
None of the above	0	0	0	0	-

Note. ****p* < .001; ***p* < .01

Specific Concerns about Using Civic Engagement

As shown in Table 3, instructors across all disciplines had specific concerns about using civic engagement in their classes. Interestingly, when these results were separated and analyzed by academic discipline (shown in Table 4), chi-square analyses showed that there were significantly different rates of concern between disciplinary groupings with regard to: the time required to incorporate civic engagement (Humanities 36.1%, STEM 69.4%, Applied Professions 36.7%, Social Sciences 48.1%), χ^2 (3, *N* =129) = 10.21, *p* < .05; and the belief that incorporating civic engagement does not help instructors attain tenure (Humanities 0%, STEM 16.7%, Applied Professions 3.3%, Social Sciences 18.5%), χ^2 (3, *N* = 129) = 9.99, *p* < .05. No other significant differences emerged.

Table 3

Concerns about Incorporating Civic Engagement, All Disciplines

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Item	Civic Engagement
	% (N)
Do not contribute to my students' understanding of course material	26.5 (35)
Make it difficult to cover all course material	37.1 (49)
Require too much of my time	47.7 (63)
Do not help me establish tenure	9.8 (13)
Require prerequisite student training to carry out the project	26.5 (35)
Require additional funding	25.8 (34)
Exposes me to issues of liability	29.5 (39)
Not be appropriate for my specific discipline or class	34.1 (45)
None: I do not plan to incorporate it	9.1 (12)
None: I have no concerns about incorporating it	.8 (1)

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Table 4

Concerns about Incorporating Civic Engagement, by Academic Discipline
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Item	% (Soc)	%(STEM)	%(Hum)	%(App)	χ^2
Do not contribute to my students' understanding of course material	25.9	30.6	33.3	13.3	3.85
Make it difficult to cover all course material	40.7	41.7	44.4	23.3	3.66
Require too much of my time	48.1	69.4	36.1	36.7	10.21*
Do not help me establish tenure	18.5	16.7	0	3.3	9.99*
Require prerequisite student training to carry out the project	37.0	27.7	27.7	16.7	3.02
Require additional funding	25.9	38.9	27.7	10.0	7.09[M]
Exposes me to issues of liability	29.6	33.3	22.2	36.7	1.85
Not be appropriate for my specific discipline or class	25.9	41.7	44.4	20.0	6.09
None: I do not plan to incorporate it	7.4	16.7	0	10.0	6.54[M]
None: I have no concerns about incorporating it	0	0	0	0	-

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Note. *$p < .05$; [M]$p < .10$

Service-Learning

Service-Learning Advocacy

To examine the potential differences in service-learning advocacy between academic disciplines, a one-way ANOVA between subjects was conducted. This analysis revealed a marginally significant difference amongst academic disciplines in their advocacy for SL, $F(3, 123) = 2.62$, $p = .054$, $\eta_p^2 = .06$. Tukey post hoc comparisons did not demonstrate significant differences amongst the four disciplinary groupings in their advocacy of service-learning, however. The means for each discipline are shown in Figure 2.
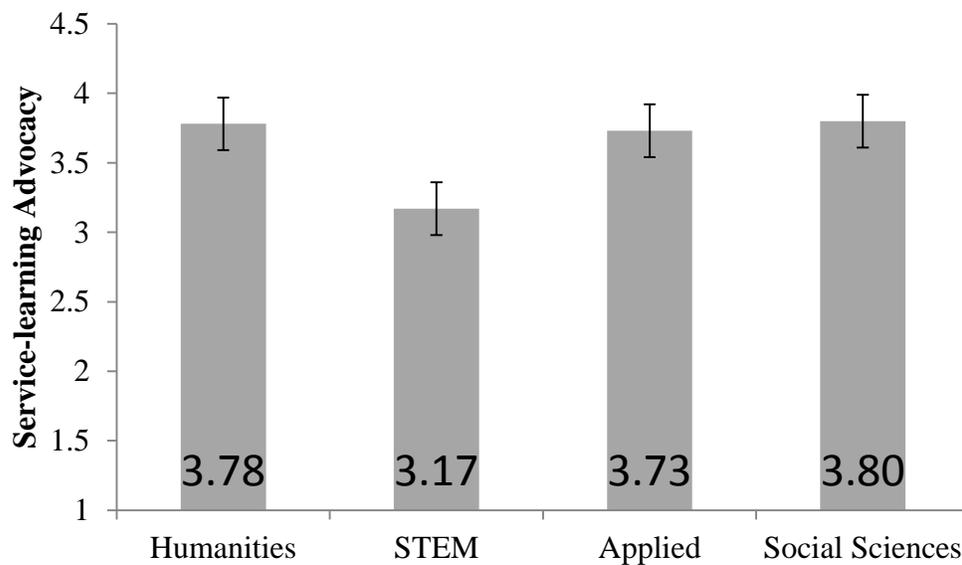

Figure 2. Service-learning advocacy split by academic discipline. Standard errors are represented by the error bars attached to each column.

Specific Reasons for Using Service-Learning

Table 5 shows the percentage of instructors across all disciplines that agreed with each specific reason for utilizing service-learning. As shown in Table 6, however, chi-square analyses demonstrated that instructors from different disciplines had significantly different reasons for incorporating service-learning. Specifically, there were differences in the percentage of disciplinary agreement with the following items: (a) in order to benefit a social cause (Humanities 30.6%, STEM 27.8%, Applied Professions 43.3%, Social Sciences 63.0%), χ^2 (3, N = 129) = 9.68, p < .05; (b) in order to raise students' sensitivity to social issues (Humanities 61.1%, STEM 41.7%, Applied Professions 60.0%, Social Sciences 81.5%), χ^2 (3, N = 129) = 10.22, p < .05; (c) help students develop professional skills (Humanities 58.3%, STEM 36.1%, Applied Professions 73.3%, Social Sciences 51.9%), χ^2 (3, N = 129) = 9.48, p < .05; and (d) "none of the above" (Humanities 19.4%, STEM 38.9%, Applied Professions 6.7%, Social Sciences 14.8%), χ^2 (3, N = 129) = 11.36, p < .01. No other significant differences emerged.

Table 5

Goals for the Incorporation of Service-Learning, All Disciplines.

Item	Service Learning % (N)
Help my students master course material	41.7 (55)
Benefit a social cause	38.6 (51)
Raise students' sensitivity to social issues	58.3 (77)
Help students develop professional skills	53.0 (70)
Fulfill departmental/university requirements	9.1 (12)
None of the above	21.2 (28)

Table 6

Goals for the Incorporation of Service-Learning, by Academic Discipline

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Item	% (Soc)	%(STEM)	%(Hum)	%(App)	χ^2
Help my students master course material	48.1	41.7	41.7	40.0	.45
Benefit a social cause	63.0	27.8	30.6	43.3	9.67*
Raise students' sensitivity to social issues	81.5	41.7	61.1	60.0	10.22*
Help students develop professional skills	51.9	36.1	58.3	73.3	9.48*
Fulfill departmental/university requirements	11.1	8.3	8.3	16.7	3.89
None of the above	14.8	38.9	19.4	6.7	11.36**

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Note. **$p < .01$; *$p < .05$

Specific Concerns about Using Service-Learning

As shown in Table 7, instructors across all disciplines had concerns about incorporating service-learning into their curricula. Similar to the results regarding civic engagement, there were significantly different rates of disciplinary agreement with several of the specific concerns of using service-learning. Specifically: how inappropriate instructors felt service-learning was for their academic discipline (Humanities 50%, STEM 38.9%, Applied Professions 16.7%, Social Sciences 25.9%), χ^2 (3, N = 129) = 9.28, p < .05; and if instructors simply did not plan to incorporate service-learning into their classes (Humanities 2.8%, STEM 25.0%, Applied Professions 0%, Social Sciences 7.4%), χ^2 (3, N = 129) = 15.52, p < .01. No other significant differences emerged. Disciplinary breakdowns are shown in Table 8.

Table 7

Concerns about Incorporating Service-Learning, All Disciplines

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Item	Service Learning
	% (N)
Do not contribute to my students' understanding of course material	28.8 (38)
Make it difficult to cover all course material	37.1 (49)
Require too much of my time	50.0 (66)
Do not help me establish tenure	8.3 (11)
Require prerequisite student training to carry out the project	27.3 (36)
Require additional funding	27.3 (36)
Exposes me to issues of liability	25.8 (34)
Not be appropriate for my specific discipline or class	33.3 (44)
None: I do not plan to incorporate it	9.8 (13)
None: I have no concerns about incorporating it	7.6 (10)

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Table 8

Concerns about Incorporating Service-Learning, by Academic Discipline

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Item	% (Soc)	%(STEM)	%(Hum)	%(App)	χ2
Do not contribute to my students' understanding of course material	22.2	36.1	36.1	20.0	3.51
Make it difficult to cover all course material	40.7	38.9	38.9	33.3	.39
Require too much of my time	48.1	52.8	52.8	50.0	.19
Do not help me establish tenure	11.1	16.7	2.8	3.0	5.85
Require prerequisite student training to carry out the project	33.3	25.0	36.1	16.7	3.64
Require additional funding	25.9	33.3	33.3	16.7	2.99
Exposes me to issues of liability	25.9	27.8	25.0	26.7	.08
Not be appropriate for my specific discipline or class	25.9	38.9	50.0	16.7	9.28*
None: I do not plan to incorporate it	7.4	25.0	2.8	0	15.52***
None: I have no concerns about incorporating it	14.8	2.8	2.8	13.3	5.68

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Note. ***p < .001; *p < .05

Discussion

Our findings paint a complex picture of faculty perceptions of civic engagement and service-learning across disciplines. These findings reveal that faculty interpretations and understandings of the goals for and impediments to the incorporation of active learning pedagogies vary significantly across disciplines. In contrast to work on civic engagement and service-learning that either narrowly looks at specific projects (Buch & Harden, 2011; Hancock, Smith, Timpte, & Wunder, 2010; Prins & Webster, 2010) or speaks more generally about the nature of these two constructs (Lounsbury & Pollack, 2011; Sandmann, 2008), our research reveals that disciplinary "cultural identity" (Becher & Trowler, 2001, pp. 44-47) impacts the ways faculty perceive such pedagogical approaches. Reading our results through the perspective offered by Bringle, Clayton, and Price (2009) on "Partnerships in Service Learning and Civic Engagement," we highlight three critical implications from our work, address our study's limitations, and seek to offer lessons for those advocating for greater departmental adoption of civic engagement and service-learning.

First, as the results make clear, faculty across disciplines have diverse reasons for embracing both active learning pedagogies and diverse anxieties about their adoption. Our research aligns with extant studies of disciplinarity and engaged scholarship in certain critical respects. For example, our findings with regard to the concerns that faculty members may harbor about the incorporation of service-learning seem to confirm the trends identified by Antonio et al. (2000), Abes et al. (2002), and Vogelgesang et al. (2010), that STEM disciplines and the humanities tend to least value service (see Table 8). Similarly, the statistically significant findings regarding faculty reasons for using service-learning on the part of faculty in the applied professions and social sciences are in line with Antonio et al.'s (2002) contention that these disciplines may be more inclined to engage in service.

At the same time, our findings reveal significantly more complexity than any of the existing studies. Although the humanities, for example, may appear less inclined to incorporate service-learning into their classes or view service-learning as appropriate for their classes (in contrast with the other disciplines queried), faculty in humanities disciplines were far more likely to advocate for civic engagement than their colleagues in STEM or the applied professions. Such results indicate that more research needs to be done to examine these differences in disciplinary perception of civic engagement and service-learning. Further, contrary to the research positing that "hard disciplines" have an "antipathy to service-learning" (Butin, 2006b, p. 480), our findings highlight that STEM disciplines do, in fact, advocate for active learning pedagogies. Thus, in our opinion, Butin's earlier discussion of service-learning as simply irrelevant to STEM fields seems to embody perceptions of STEM disciplines as uninterested in active learning pedagogies (2006b), whereas our findings reveal the state of faculty perceptions of civic engagement and service-learning to be considerably more nuanced than have been previously described. Though there are some statistically significant grounds for asserting that STEM disciplines approach active learning pedagogies from a different perspective than, for example, the humanities or applied professions, our research challenges the basic assumption that civic engagement or service-learning should be applied only within

the realm of certain disciplines (Butin, 2006a, 2006b). As such, our study reveals the value of parsing and attending to the variances in conceptualization of distinct kinds of active learning pedagogies (i.e. civic engagement or service-learning), as O'Meara et al. (2011) recommend, rather than indiscriminately talking about "engagement" in broad brush strokes (see also Doberneck et al, 2010).

Second, without marking entire disciplines as opposed to active learning pedagogies, our quantitative results revealed a considerable amount of skepticism toward these active learning styles, corroborating the research of O'Meara (2002) and O'Meara and Jaeger (2007). Taken together, there were several negative perceptions of civic engagement and service-learning. The sizeable percent of faculty who indicated concerns with civic engagement and/or service-learning adoption illuminates instructors' reticence, if not outright opposition, to the use of these pedagogical techniques. One respondent stated a belief that active learning pedagogies were being forced on faculty by university administration. Our findings, supported by Doberneck et al. (2010), suggest that a unilateral approach to the implementation of active learning pedagogies without attendance to disciplinary differences may correspond with these negative perceptions, particularly those of service-learning.

Third, statistically significant variability between disciplinary perceptions, concerns, and goals may imply an alignment between the interpretation of active learning styles and each discipline's overall mission. For example, the humanities, Vogelgesang et al. (2005) suggest, are more likely to value the importance of being involved in societal issues. A clear congruence exists between pedagogical techniques like civic engagement and the central mission of humanistic disciplines. Not surprisingly then, respondents in humanities disciplines were more likely to give responses advocating for civic engagement, and noted along with colleagues in the social sciences and applied professions that a goal for civic engagement was to "raise students' sensitivity to social issues," in the words of one respondent.

Although all of the above results help elucidate the complicated nature of disciplinary understandings of civic engagement and service-learning, we acknowledge the limitations of our study. Even though this study has spotlighted disciplinary identity over institutional identity, the latter can play a significant role in the shaping of the former (Becher, 1994), and the two cannot be completely divorced. Past research shows that different types of institutions and organizations adopt their own cultures (Zhang, 2011), place their own values on these pedagogical activities, and provide different levels of support and incentives for their adoption (O'Meara, 2002; Thornton & Jaeger, 2008). These institutional contexts can influence faculty interest in civic engagement and service-learning in ways that may constrain or magnify differences in disciplinary culture. Like other research-extensive universities (Lunsford et al., 2007; Weerts & Sandmann, 2008), faculty at this institution were rewarded more for their research than their teaching; nonetheless, the university is a member of Campus Compact and has two distinct programs that "promote the integration of civic engagement and leadership into the educational experience of the university's students" and support "opportunities for the university and its surrounding communities to engage in mutually beneficial research, learning,

and social action." As such, our findings are unique to large research-extensive universities with considerable support for these pedagogies, and we caution against generalizing our findings across other types of institutions, such as small liberal arts colleges where engagement is often part of a university's mission and teaching is valued more highly than research. It may also reflect less support than private universities and Catholic or religious institutions, where support for civic engagement and service-learning tend to be higher (Vogelgesang et al., 2005; Antonio et al., 2000). Likewise, the disciplinary groupings employed in this study reflect institutional organizational patterns that may thusly occlude greater degrees of variance within these specific disciplinary locations.

Within this context of large public universities, our results point to some key insights poised to strengthen partnerships across the university between advocates seeking to increase the use of civic engagement and service-learning pedagogies in all disciplines. Drawing on the SOFAR model developed by Bringle, Clayton, and Price (2009, p. 5), we are most concerned with faculty-administrator partnerships; yet, we also foresee the value of applying our findings to faculty-faculty partnerships. As O'Meara et al. (2011) argue, "faculty members are involved in vastly different kinds of activities; and they have differing motivations, goals, and interests" (p. 84). Given that "much engagement scholarship requires interdisciplinary connections" (O'Meara et al., 2011 p. 88), faculty-faculty partnerships can be strengthened by attending to the variance in attitudes toward service-learning and civic engagement by disciplinary location. The findings below seek to move faculty-faculty and faculty-administrator partnerships along the relationship continuum diagram featured in Bringle, Clayton, and Price (2009). As Lunsford and Omae (2011) suggest, studies of this sort "can inform administrators not only about how they think about outreach and engagement, but also how they support engagement on their own campuses" (p. 355).

Chiefly, we make such recommendations with the goal of moving from "unilateral" approaches to service-learning and civic engagement to "transactional" or "transformational" partnerships (Bringle, Clayton, & Price, 2009). Using Bringle, Clayton, and Price's (2009) language, we are striving for "a partnership that potentially produces a merging of purpose and growth of each constituency" (p. 7). Toward such ends, the following considerations should help enhance perceptions of the relevancy of service-learning and civic engagement in light of the "purpose...of each constituency" and to empower interested faculty in adopting these approaches for their specific field:

(1) Structural changes may be in order to make different disciplinary locations more hospitable to civic engagement and service-learning. Our results for civic engagement concerns reveal that respondents in the STEM and social science disciplines were more likely to see these activities as ancillary to their tenure cases, whereas scholars in the humanities and applied professions were less worried that placing energy into these domains would detract from their efforts to obtain tenure. As Glass, Doberneck, and Schweitzer (2011) highlight, various forms of engaged scholarship are evaluated differently in tenure cases across departments and academic disciplines. Numerous scholars have probed the consequences of the evaluation of service-

learning and civic engagement in the reappointment, promotion, and tenure (RPT) process (Doberneck, Glass, & Schweitzer, 2011; Ellison & Eatman, 2008). In short, such works suggests that faculty may be more inclined to participate in these kinds of pedagogies if they felt their work would be recognized, which speaks to both the importance of the institution's validation of this kind of work and the integration of engaged scholarship into existing rewards structures (Doberneck et al., 2011; O'Meara & Jaeger 2007; Vogelgesang et al., 2010). Given the social science and STEM reticence to see civic engagement as advancing their tenure case, changes to the ways academic departments incentivize and assess pedagogical practices may help facilitate their adoption. Incentives can be provided from the institution at large, such as course releases and grants for course design; support for teaching assistants; mentoring by colleagues with experience in civic engagement and service-learning; and recognition in the RPT process.

(2) Civic engagement and service-learning cannot be presented in "one size fits all" language. Active learning pedagogies need to be promoted through language that resonates with different disciplinary identities. In articulating such a recommendation, we affirm the importance Doberneck, Glass, and Schweitzer (2010) place on aligning institutional discourse on engaged scholarship with discourse that resonates with the language faculty members use in their own disciplines. For example, Gale and Carton (2005) argue that the "humanities must be recast and re-articulated *as* a social practice, a practice not confined to interrogating social arrangements but involved in *making* them," (p. 39) using a language of social sensitivity that suggests that persuading humanists to support civic engagement and adopt active learning pedagogies is easier than creating an alignment between civic engagement and STEM disciplines. Humanists already see themselves as engaged in the same kind of work civic engagement promotes, while the STEM disciplines may see their objectives lying elsewhere. This is not to say that civic engagement and service-learning are only appropriate for certain academic areas, or should be their own program of study as Butin has suggested (2006a), but rather that the congruencies between these pedagogical approaches and the extant objectives of academic departments need to be highlighted. If the social sciences employ civic engagement or service-learning to develop students' social sensitivity and professional skills, then department and university administrations should promote resources that support these goals. These pedagogical styles need to be presented not as external or ancillary to the work of each discipline but as central and integral to the discipline's work and to interdisciplinary dialogue.

Indeed, such changes have begun to emerge and should be further promoted. For example, the growing awareness of disciplinarity has prompted the creation of resources such as Doberneck et al.'s (2011) guide to encourage the discussion and customization of civic engagement and service-learning in discipline-specific terms and fashions. That guidebook is designed to encourage discussion of how civic engagement and service-learning manifest in particular disciplines. Zlotkowski (1997-2002) has also edited a discipline-specific set of resources for integrating service-learning in courses.

(3) Motivation for the adoption of these pedagogical styles cannot come only from external requirements, but also come from within and across the disciplines. Our findings suggest that disdain toward these active learning pedagogies increased as participants felt that civic engagement and service-learning were burdens placed upon them by those outside of their disciplines. By changing the ways we present civic engagement and service-learning to academic departments and moving away from a general purpose way of talking about these pedagogies, advocates can highlight the implicit alignment between these pedagogical styles and the work of all academic departments. Further support for civic engagement and service-learning through departmental associations, workshops, and conference presentations, as well as creation or utilization of disciplinary journals centered on civic engagement and service-learning, can cultivate an atmosphere in which instructors and departments feel ownership over active learning pedagogies used in their classrooms.

Such a recommendation is backed by extant literature, which confirms that for such engaged scholarship to be successful it needs to be integrated into the fabric of the discipline, and not seen as external (Moore & Ward, 2010; O'Meara & Jaeger, 2007). According to O'Meara, "[e]xisting research tells us what most directors of service-learning on campuses know in practice: faculty members' perception of the fit between their discipline and engagement will influence their involvement" (O'Meara, 2008, p. 10). Thus, institutional campaigns aimed at increasing faculty's use of civic engagement or service-learning should be "grounded in the perceived fit between the discipline and the engagement" (O'Meara, 2008, p. 10), not driven solely by top-down institutional prerogatives.

Decades removed from Bok and Boyer's initial calls to promote a scholarship of engagement, a robust body of research and storehouse of pedagogical resources for educators interested in active learning pedagogies has emerged. Undeniably this work advanced the project of promoting civic engagement and service-learning in critical ways; yet, although existing literature acknowledges the ways distinct disciplinary cultures impact numerous other functions of academia, such research has rarely sought to systematically evaluate the way disciplinarity influences faculty perceptions of civic engagement and service-learning. This study joins with a handful of existing studies as early attempts to uncover and interpret various ways faculty in divergent disciplines understand these active learning pedagogies. Additional studies should build upon this research to integrate the diverse ways different departments understand and implement civic engagement and service-learning.

Our study has revealed that substantial differences exist between the disciplines in their conceptions of active learning pedagogies as well as their motivation for and concerns about the adoption of these pedagogical techniques. In light of these findings, a universalized approach to the incorporation of civic engagement or service-learning may be ill-advised. By recognizing the various ways different disciplines understand civic engagement and service-learning, institutions can improve the quality of faculty-faculty and faculty-administrator partnerships to better encourage the adoption of these pedagogical initiatives. Ultimately, we believe additional scholarship in this area can aid the formulation of programs to help

administrators encourage their adoption by incorporating language and resources that resonate with each disciplines' goals and vision: to advance student knowledge and understanding of their subject area.

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Appendix

Project Survey

Participants completed one entire questionnaire (e.g., Civic Engagement) before moving on to the next (e.g., Service Learning).

In your own words, please define **<u>Civic Engagement</u>** as you currently understand it (In 1 sentence).

| |
| |
| |

Please read the following items and select the most appropriate answer.

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
I am confident that I know what Civic Engagement is.						
I have used Civic Engagement in one or more of my classes.						
I am confident that I can incorporate Civic Engagement into my class(es).						
There is a need for a resource to help instructors incorporate Civic Engagement into classes.						
If I were to do a Civic Engagement project, I would have my students do something off campus.						

My worries about incorporating Civic Engagement into my class(es) are that it would...

___not contribute to my students' understanding of course material

___make it difficult to cover all course material

___require too much of my time

___not help me establish tenure

___require prerequisite student training to carry out the project

___require additional funding

___exposes me to issues of liability

___not be appropriate for my specific discipline or class

___None: I do not plan to incorporate it

___None: I have no concerns about incorporating it when I do

___Other:_____

Ultimately, I incorporate or want to incorporate Civic Engagement into my course in order to...

____ Help my students master course material

____ Benefit a social cause

___Raise students' sensitivity to social issues

___help students develop professional skills

___fulfill departmental/university requirements

___None of the above

___Other:_____

In your own words, please define **<u>Service Learning</u>** as you currently understand it (In 1 sentence).

Please read the following items and select the most appropriate answer.

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
I am confident that I know what Service Learning is.						
I have used Service Learning in one or more of my classes.						
I am confident that I can incorporate Service Learning into my class(es).						
There is a need for a resource to help instructors incorporate Service Learning into classes.						
If I were to do a Service Learning project, I would have my students do something off campus.						

My worries about incorporating Service Learning into my class(es) are that it would…

___not contribute to my students' understanding of course material

___make it difficult to cover all course material

___require too much of my time

___not help me establish tenure

___require prerequisite student training to carry out the project

___require additional funding

___exposes me to issues of liability

___not be appropriate for my specific discipline or class

___None: I do not plan to incorporate it

___None: I have no concerns about incorporating it when I do

___Other:_____

Ultimately, I incorporate or want to incorporate Service Learning into my course in order to…

____ Help my students master course material

____ Benefit a social cause

___Raise students' sensitivity to social issues

___help students develop professional skills

___fulfill departmental/university requirements

___None of the above

___Other:_____