

Faculty Experience of Service-Learning Pedagogy at a Hong Kong University

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Abstract

Given the development of Service-Learning (SL) in Hong Kong, it is important to study the experience and impact of S-L on faculty members, the challenges and the professional development they need to successfully integrate S-L into teaching. This study adopts the Faculty Engagement Model to conceptualise the factors affecting faculty engagement in SL at Lingnan University in Hong Kong. Forty faculty members completed the online survey and 17 faculty participated in individual interviews. Over 80% of faculty members indicated that SL had a positive impact on student learning and community engagement. Only 28% of faculty members indicated that SL had little influence on faculty research, promotion and tenure. Similar research could be conducted at other universities to solicit further faculty responses. Experts in the field and university management committed to S-L should explore ways to facilitate faculty member's integration of SL, research and teaching, which could also influence their career paths.

Keywords: service-learning, faculty engagement, teaching and research



Service-Learning (SL) has been practiced in Hong Kong for more than a decade. Following the research agenda suggested by Giles and Eyler (1998), many institutions at first focused on how SL could impact student learning and then extended it to faculty's experience with SL. Research on the impact of SL on Hong Kong students has suggested that SL enhances students' learning with respect to various skills/attributes, including subject-related knowledge, communication skills, organizational skills, problem-solving skills, research skills, social competence, service leadership, and civic orientation (Chan, Lee, & Ma, 2009; Ma & Chan, 2013; Ma, Chan, & Chan, 2016; Ma & Lo, 2016; Snell, Chan, Ma, & Chan, 2013). Compared with research on students, research on the impact of SL on Hong Kong SL teachers (i.e., faculty members) has been very limited (Cooper, 2014; Lambright & Alden, 2012; Shek & Chan, 2013). Little is known about the processes and practices

faculty members have used to incorporate SL into their courses, the challenges they have encountered, and the professional development needed to successfully integrate SL into teaching. Such information is essential to adopting SL pedagogy and sustaining SL development in the university.

To address the above gaps in the literature and practice, a study was conducted to investigate the faculty's experience with and ideas about integrating SL into their teaching and its impact on their teaching, research, and professional development. There were two specific objectives:

1. determine the factors that affect the adoption and implementation of SL into teaching and
2. investigate the impact of SL on faculty members with respect to teaching, research, service, and professional development.

To achieve the above objectives, this study adopted a mixed methods approach to probe faculty members' experiences and ideas on integrating SL into their teaching. The following research questions guided the study:

1. What are the things that motivate or demotivate faculty members to integrate SL into their courses?
2. What are the challenges/difficulties faculty encounter when integrating SL into their courses?
3. What are the impacts of SL on faculty members in relation to their (1) teaching, (2) research, (3) service, and (4) professional development?

Literature Review

The term *service-learning* was first used by Oak Ridge Associated Universities for a tributary development project in 1966 (Harkavy & Hartley, 2010). Over two decades later, it was still on the periphery of academia. By the late 1980s, however, SL began to gain currency after the National Society for Internships and Experiential Education decided to focus attention on it and Campus Compact was founded. SL was developed based on principles that have historical and philosophical foundations. Historically, American colleges and universities have been actively committed to serving the community and preparing young people to become leaders of their local communities, states, and the nation. Philosophically, the link between education and civic aims owes much to the work of John Dewey, who viewed education as a means of promoting an ethical society based on social justice. He encouraged students to become active contributing democratic citizens (Dewey, 1997).

Undoubtedly, SL is a powerful instructional strategy that effectively provides contextual learning and real-world application of theory (Ma & Tandon, 2014). The instructor's role is very important because students are given more autonomy to make decisions and construct their own knowledge than in traditional classroom teaching. Students actively develop their own knowledge and theory from the service experience. Instructors are the facilitators of students' learning throughout the process. Thus, faculty engagement in SL is crucial to its success.

Faculty's Views of Service-Learning

O'Meara and Niehaus (2009) offered a discourse on the purpose and significance of SL based on interviews with 109 faculty members. The authors explored (and interviewees provided information on) four dominant discourses about SL: as a model for teaching and learning; as an expression of personal identity; as an expression of institutional context and mission; and on its embedment in a specific community partnership. The vast majority of the respondents (97/109) stated that the purpose of SL was to help them achieve certain disciplinary goals. This was particularly true of those who worked with knowledge and skills in their field. Nearly all of the respondents agreed that SL helps students understand the relevance and significance of theory and in-class learning. Around half (53%) of the respondents said that SL was a way to shape civic and moral dispositions by taking students from perceived lethargy to awareness of some virtues. One third of the faculty found that SL promoted exposure to diversity and revealed the real world to students by unveiling myths and stereotypes. In the discourse on personal identity, 45% of the respondents described SL as an outgrowth of personal experience. They said it further embedded students' individual identities and experiences through new experiences. Additionally, 29% of the faculty members said they viewed SL as being derived from a personal commitment to a social cause. For instance, students could establish long-term commitments and make it their personal mission to respond to certain social issues in the community. However, less than one fifth (18%) of the faculty members discussed the relationship with community partners in their discourse.

Hesser (1995) studied the opinions of 48 faculty members. Most respondents recounted that SL and field study fostered learning outcomes for liberal arts learning, including the capacity to deal with a broad range of knowledge, critical thinking, cross-cultural diversity, and the tools and commitment needed for life-long learning. Banerjee and Hausafus (2007) probed a group of faculty members from human sciences, asking whether SL was a value-added teaching strategy. On a scale from 7 (strongly agree) to 1 (strongly disagree), the mean score was 6.08, and the mean scores for groups of SL faculty and non-SL faculty were 6.32 and 5.73, respectively. This result shows that the faculty strongly perceived SL

as helping students understand the critical problems in society and instilling in them a sense of responsibility and empowerment.

Conversely, there have been myths about SL among faculty members. For example, faculty often believe SL can be easily achieved by adding community service to a traditional course; SL is essentially the same as community service and cocurricular SL; SL subjects are not as rigorous as other academic subjects; the workloads of faculty members are substantially increased for SL subjects; and SL subjects are not appropriate for all disciplines (Shek & Chan, 2013). However, most of these studies were conducted in the West and little is known about the situation in Chinese society. Shek and Chan's (2013) study was one of the rare projects to investigate the faculty's views of SL at a Hong Kong university where it had existed for only one year. The faculty members in their study generally supported SL and were aware of its benefits to both teachers and students. However, there were mixed views on implementing SL in that university. Some faculty members were very active and passionate about incorporating it into their teaching. Others said they had reservations and viewed SL as extra work. Thus, more studies on faculty engagement in Hong Kong are needed.

Factors Affecting the Adoption of Service-Learning in Faculty Members' Work

A number of studies have examined the factors that motivate or hinder the implementation (Abes, Jackson, & Jones, 2002; Hou & Wilder, 2015) and sustainability (Cooper, 2014; Lambright & Alden, 2012) of SL engagement. These studies have suggested that faculty engagement is affected by an array of variables or factors that are grouped into five dimensions based on Demb and Wade's (2012) faculty engagement model. It should be noted that these factors are not mutually exclusive but work together to influence the faculty's level of SL engagement.

Institutional dimension. The institutional dimension includes factors like the mission of an institution, institutional policy, budget and funding, organizational structure, leadership, and an institution's tenure and reward system. The faculty members are committed to supporting the mission of the university and want to connect with the community.

A university's mission and leadership play a significant role in explaining faculty engagement. Institutional commitment to community engagement has a positive effect on scholarship. The SL literature recognizes that administrative support for service results in a greater likelihood that faculty will participate in SL activities (Hinck & Brandell, 2000; Ward, 1998). Bringle and Hatcher (2002) emphasized the institutional mission in their work, and O'Meara (2002) found that university-level service missions influenced the adoption of service as scholarship. Internal funding has been important to institutionalizing SL (Ward, 1998). Holland (2005) suggested that if the institutional funding process is closely related to the institutional mission of engagement, engagement will dominate.

There have been some debates on the significance of a centralized organizational structure, such as a specialized office or institute for public service or SL, to support faculty engagement. Creating a campus unit, such as an SL center, has been viewed as a powerful tool, necessary to a sustained or expanded SL effort (Antonio, Astin, & Cress, 2000). Such a center could provide practical assistance, raise visibility, offer the legitimacy conferred by a formal unit, and provide a venue for interdisciplinary partnerships across departments. However, if these centers are viewed as being fully responsible for creating and sustaining SL and other engagement activities, they may be judged as inhibiting the interests of other university members based on the notion that they create a "that's what they do over there" mentality" (Demb & Wade, 2012). Thus, it is essential to maintain a critical and delicate balance between support and control (Holland, 1997).

A faculty reward system compatible and consistent with institutional expectations for service involvement increases the faculty's incentive to participate in SL. Because SL has been treated as something "extra" and time consuming, the lack of an institutional reward system and recognition of SL has hindered faculty commitment to it and has greatly reduced the amount of time faculty members have allocated to it (Colbeck & Michael, 2006; Fairweather, 2005; Hou, 2010; Hou & Wilder, 2015). Other factors causing SL to fail have included changing and inconsistent leadership, unresponsive administration, undermining of organizational structures, and a decline in resources

that support its implementation (National Center for Service-Learning, 1990). Even though faculty have faced many logistical obstacles to adopting SL, institutions' political barriers have often been more difficult to overcome than logistical problems (Giles & Eyler, 1998).

Communal dimension. The communal dimension takes into consideration the influence of academic departments, the disciplinary community, the professional community, and the public. According to Wade and Demb (2009), the socialization of faculty members helps build disciplinary norms that affect personal beliefs and motivation. These disciplinary norms define the key concepts underpinning acceptable practices and extrinsic rewards. Thus, they determine the way faculty members carry out their service work (Antonio et al., 2000) and SL engagement. Disciplines or departments with a service orientation (versus status orientation) tend to be more committed to service. Several studies (e.g., Abes, Jackson, & Jones, 2002; Banerjee & Hausafus, 2007) have found that encouragement from faculty members inside or outside one's own department is an important impetus to implement SL. However, lack of logistical support and excessive departmental workload discourage faculty members from conducting SL. Further, SL is accompanied by many time-consuming tasks such as liaising with community partners and developing assessment mechanisms (Hou & Wilder, 2015).

The importance of community buy-in and involvement in developing outreach and engagement agendas should not be underestimated (Holland, 1997). Bringle and Hatcher (2002) emphasized that external expectations from the community are the primary factors influencing engagement. Social commitment is an intrinsic force in which faculty members connect with the community through their discipline. Their passion for community engagement and the desire to contribute to society motivate them to work on SL and connect with the community (Hou & Wilder, 2015). Faculty members have found that when they help their students complete projects that benefit the community, they learn something new about the community from their community partners (Hou & Wilder, 2015).

Professional dimension. The professional dimension accounts for the influence of professional status, such as the rank, tenure, and status of a faculty member, on his or

her engagement with SL. SL is often underappreciated by tenured and high-ranking faculty members because it is perceived as less scholarly. The higher the faculty rank, the less likely the faculty member is to become interested in participating in SL. Unfortunately, senior faculty are often perceived as leaders that their junior colleagues aspire to emulate (Antonio et al., 2000). For example, nontenured faculty members face a lot of frustration when their high-ranking colleagues pressure them about academic publications. SL involvement has been perceived as damaging one's advancement opportunities (Antonio et al. 2000; Baldwin, 1990; Hou & Wilder, 2015; O'Meara, 2004a).

There have been mixed results on junior faculty's engagement with SL. In the study by Antonio, Astin, and Cress (2000), commitment to service was highest among faculty members with less status. Faculty in lower academic positions were more likely to support pedagogical innovations such as SL because they had nothing to lose or gain (Wade & Demb, 2009). However, Abes, Jackson, and Jones (2002) found that junior faculty and nontenured faculty were the least likely to start SL. Offering another perspective, Jaeger and Thornton (2006) connected rank to motivation by showing that faculty acted on their intrinsic, personal motivation to undertake public service once their extrinsic motivation (tenure) had passed. The next section discusses this and other personal factors in greater detail.

Personal dimension. Personal characteristics such as gender, race/ethnicity, personal values and motivation, epistemology/beliefs about teaching and learning, plus previous experience are all grouped under the personal dimension. As several studies have reported (e.g., Abes et al., 2002; Antonio et al., 2000), female faculty of color have tended to engage more in SL. This supports other research findings in which personal values and beliefs have been a strong motivating factor driving commitment to SL (Hou & Wilder, 2015; Jaeger & Thornton, 2006). In Hou and Wilder's (2015) study, most of the faculty respondents expressed an intrinsic passion for better student learning outcomes, social commitment, or a desire to connect with the community through their discipline and a passion for contributing to community improvement.

The constructivist approach to epistemology suggests a stronger commitment to SL (Colbeck & Michael, 2006). An individual

who believes knowledge is constructed through experience (with an emphasis on multiple ways of knowing and sources of knowledge, including community), rather than objectively, may be more likely to participate in service-oriented activities (Strand, Marullo, Cutforth, Stoecker, & Donohue, 2003). Previous experience with participating in SL and community engagement has been found to be related to a sense of civic agency and a commitment to future community engagement (O'Meara & Niehaus, 2009).

Student dimension. Demb and Wade's (2012) faculty engagement model does not include a student dimension. However, a considerable amount of literature has stressed the importance of student feedback and improved learning outcomes to faculty initiating (Abes et al., 2002; Banerjee & Hausafus, 2007; Holland, 1997; Hou & Wilder, 2015) and sustaining (Cooper, 2014; Lambright & Alden, 2012) SL. Improved student learning outcomes have provided the strongest motivation for SL faculty (Abes et al., 2002; Bulot & Johnson, 2006; Hesser, 1995). Teachers have found increased course-based understanding (Abes et al., 2002), developed social bonds with service targets (Bulot & Johnson, 2006), increased personal development (Banerjee & Hausafus, 2007), and enhanced understanding of social problems. Among the improved learning outcomes, improved student understanding of course materials and personal development have been the most influential factors (Abes et al., 2002; Banerjee & Hausafus, 2007). Indeed, student improvement is one of the greatest rewards of teaching SL and motivates teachers to continue their engagement with it. It brings faculty members lasting joy and satisfaction even though these rewards are intangible (Hou & Wilder, 2015).

Notwithstanding the foregoing, faculty members have found it difficult to control the time for classroom learning while working on an SL course (Cooper, 2014). In addition, some teachers have found it more difficult to assess student learning in SL courses than in traditional ones (Hou, 2010).

How Do Faculty Members Integrate SL Into Their Work?

As mentioned, there are various factors influencing faculty members' engagement with SL, but how do they engage in SL in reality? There are a few ways: through

teaching, research, and professional services.

Incorporating SL into teaching. Service-learning is a curricular or course-based learning experience for students involving community-based experiences or service opportunities in which students apply their course knowledge. According to Campus Compact, academic SL courses are broadly classified into six categories: (1) "pure" SL, (2) discipline-based SL, (3) problem-based SL, (4) capstone courses, (5) service internships, and (6) community-based action research (Heffernan, 2001). Within these academic SL courses, faculty members can arrange service opportunities for students in the form of direct SL, indirect SL, research-based SL, or advocacy SL.

Linking SL and research. Community-based research is a common form of scholarly work that meets societal needs while fulfilling faculty members' research objectives. It is applied research that involves collaboration with community members to address community needs. According to Strand et al. (2003), community-based research is defined as a "collaborative enterprise" between professors, students, and members of the community that "validates multiple sources of knowledge and promotes the use of multiple methods of discovery and dissemination" with an eye toward "achieving social justice" (p. 8). The aim is to produce information that empowers the community and helps it solve problems. Faculty members can involve students in community-based research projects. This kind of research offers them both a research context and the opportunity to use their research skills and knowledge in projects that directly benefit their community partners and the community. It encourages engaged scholarship through which faculty can fulfill the multiple demands of teaching, research, and service (Chapdelaine & Chapman, 1999; Stocking & Cutforth, 2006).

Connecting SL and service. Faculty members can use their academic expertise to directly address or respond to real-world problems, issues, interests, or concerns. When they do, it contributes to the public welfare or common good. It also links SL with faculty members' service requirements. Examples of such community services include program evaluations, community development, program development, program evaluations, and policy analysis.

Impacts of SL on Faculty

Teaching. SL also influences faculty members' teaching in different ways. Driscoll, Holland, Gelmon, and Kerrigan (1996) suggested a list of variables affecting the potential impact of SL on faculty teaching. These included teaching methods, faculty–student interactions, and the philosophy of teaching and learning. Pribbenow's (2005) study provided a detailed account of SL impacts on faculty related to teaching and learning. First, the faculty had a stronger commitment to teaching and a greater understanding of students because the teacher's role in community-based teaching was strengthened. Second, the relationship between the students and faculty members deepened and became more holistic, with enhanced faculty–student interactions. The relationship changed from merely one based on intellectual acumen to a relationship between learners and individuals. Third, the faculty members became more aware of the students' learning processes and outcomes through interactions with them. With a deeper understanding of the students' learning needs, teachers tried more constructivist teaching and learning approaches. SL helped them rethink how knowledge is constructed. It enhanced and enlivened faculty members' teaching experience, "injecting new life into an otherwise over-taught course" (Bulot & Johnson, 2006, p. 641–642). The faculty members in Bulot and Johnson's study reported that they could better illustrate the connection between theories of aging and real life and show students gerontological theory in action. In other words, SL helps faculty engender course content that is more relevant to the students' life experience.

Research. Driscoll et al. (1996) found that SL promotes the enhancement of scholarship because it opens a research area in community-based learning. Eyler, Giles, Stenson, and Gray (2001) reviewed studies on the impacts of SL and found that faculty members who implemented SL reported a stronger commitment to research and said SL provided them with new avenues for research and publication. Cooper (2014) also found that SL informed faculty scholarship. However, a research gap has remained in terms of studying the influence of SL on altering the scope of faculty research interests and the quality and quantity of research.

Service and community engagement. SL may enhance faculty involvement with com-

munity, awareness of community (e.g., its history, strengths, and problems), and the level of volunteerism (Driscoll et al., 1996). Bulot and Johnson (2006) provided empirical support for the impact of SL on faculty service and the community. The faculty respondents who were engaged in intergenerational SL reported the following rewards: increased awareness of community issues; more involvement in the community and local aging network; opportunities to work with community agencies to develop the focus of their courses; and going out into the community to work side by side with students, community partners, and the public.

Professional and career development. Professional development has two aspects. First, it refers to faculty members' career development or advancement in terms of promotion and tenure. Second, it includes the enhancement of professional knowledge and the establishment of networks and connections to professional bodies in the faculty member's own discipline. In a recent study, Cooper (2014) found that engagement in SL impacted faculty tenure and promotion in both positive and negative ways. Positively, SL integrated teaching, research, and service and increased the institution's and the faculty member's visibility. However, it was important that faculty members should balance teaching, research, and service; include other traditional forms of scholarship; and be aware of the disciplinary constraints and support provided by colleagues, the department, and university management. SL is still not widely treated as a serious pedagogy in tenure and promotion decisions (Morton & Troppe, 1996). Senior faculty on campuswide retention, tenure, and promotion committees may not fully understand SL and its application to teaching and research (Fairweather, 2005).

Research Framework

Based on the literature review, a research framework was developed for this study, as illustrated in Figure 1. The framework incorporates the factors that may have explanatory power in faculty engagement with SL and the impact of SL on faculty's teaching, research, service, and professional development. Double arrows are used to demonstrate the complicated and interdependent relationships among the factors relating to engagement in SL, faculty experiences in SL, and the impacts of SL on

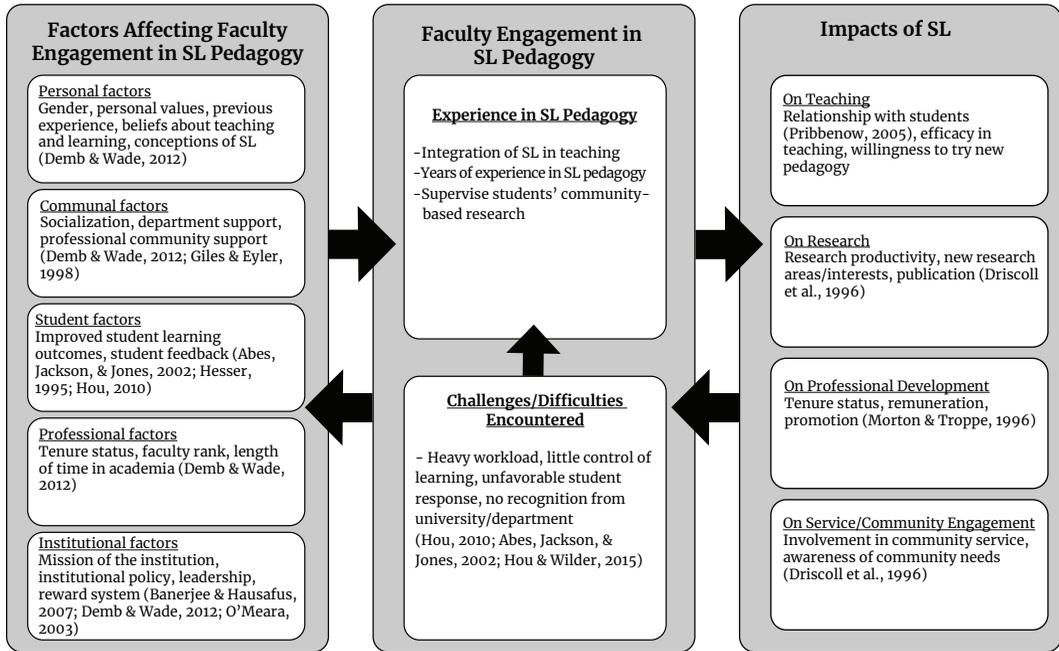


Figure 1. Research Framework

faculty. The model is drawn from Western literature. Thus, to what extent does it fit the situation in Hong Kong?

Methodology

This study adopted a mixed methods approach. An online questionnaire survey was used for the quantitative research, and individual faculty interviews were used for the qualitative research. The use of mixed methods was premised on the idea that a better understanding of the research problems would result. Combining quantitative and qualitative research methods offers strengths that offset the weaknesses of each method being separately applied. It encourages the collection of more comprehensive evidence and helps answer questions that quantitative or qualitative methods alone cannot answer. In this study, quantitative research provided an overall picture of the faculty experience of SL pedagogy and the related challenges. Qualitative research added details and depth to obtain a complete portrait of the processes involved and how various factors and challenges affected the implementation of SL pedagogy.

The Quantitative Part

The instrument: Faculty survey on SL. Based on an extensive review of the literature on faculty involvement with SL, the faculty survey

was designed to investigate areas related to faculty views and experience of SL.

Sampling, data collection, and data analysis.

As shown in Table 1, Data were collected from October 6, 2015 to January 5, 2016. All academic staff with and without SL teaching experience were invited via e-mail and reminders to respond to the online survey. In total, 40 faculty members completed the online survey for a response rate of 17.6% (40/227). Among the respondents, 58% were male and 42% were female. Two thirds were at the rank of assistant professor or above. Over 90% were full-time employees. One third were tenured and about 60% were contract-based. Half of the respondents had been teaching at Lingnan for 7 years or more, and 45% had taught at least one credit-bearing course with an SL component.

Due to the small sample size, advanced statistical analyses, such as factor analysis and regression analysis, were not feasible. Descriptive statistical analysis was conducted and presented.

The Qualitative Part

The instrument: Faculty interview protocol. As shown in Table 2, the interview protocol was designed as a guideline for the semistructured interviews with faculty to probe their

views of and experience with SL in relation to six aspects: (1) faculty experience in SL pedagogy, (2) faculty conceptions of SL, (3) impact of SL on faculty, (4) factors affecting faculty engagement in SL, (5) background information, and (6) beliefs about teaching and learning.

Sampling, data collection, and data analysis. Semistructured interviews were conducted with 18 faculty members from 15 December 2015 to 13 April 2016. Purposive sampling was used. Targeted faculty members (T) were selected based on their experience teaching SL courses and the faculty they belonged to. The aim was to collect a wide range of opinions and perspectives from different participants to gain a more comprehensive understanding of the faculty's experience with and views of SL. Selected individuals were invited to participate in the interviews through e-mail invitation and follow-up by phone call (refer to Table

3 for details).

All individual interviews were hosted by the project investigators and supported by a note-taker. Written informed consent was sought before the interviews began. Sixteen out of 17 interviews were audio recorded and transcribed verbatim by student helpers (one respondent requested that the interview not be audio recorded). The transcripts were checked by the researcher and read repeatedly to identify themes/patterns. A constant comparative method was used to identify and categorize the subthemes and patterns from the broad themes introduced to the participants (Merriam, 2009). The individual responses were compared across each of the broad areas discussed by the other respondents. The themes and patterns that emerged from this analysis are presented herein.

Table 1. Demographic Information of the Survey Respondents

		Count	%
Gender	Male	23	57.5%
	Female	17	42.5%
Job title/rank	Chair professor/honorary professor/emeritus professor/professor/adjunct professor	7	17.5%
	Associate professor/adjunct associate professor	11	27.5%
	Assistant professor/adjunct assistant professor	9	22.5%
	Senior lecturer/lecturer	5	12.5%
	Senior language instructor/language instructor	5	12.5%
	Other	3	7.5%
Employee status	Full-time	37	92.5%
	Part-time	2	5.0%
	Other	1	2.5%
Employment status	Tenured	13	32.5%
	Contract-based but applying for tenure	3	7.5%
	Contract-based	23	57.5%
	Other	1	2.5%
Faculty	Faculty of Arts	21	52.5%
	Faculty of Social Sciences	9	22.5%
	Faculty of Business	8	20.0%
	Other	2	5.0%

Table 2. Faculty Survey's Investigation Areas and Targeted Respondents

Investigation areas	Targeted respondents	
	SL faculty	Non-SL faculty
Experience with teaching and community engagement	√	√
Faculty views of SL	√	√
Impact of SL on faculty	√	
Challenges/barriers	√	
Reasons for not using SL		√
Resources and support for SL pedagogy	√	√

Table 3. Number of Faculty Members Who Participated in the Interviews

	Experience of SL pedagogy (number of times that faculty members integrated service-learning (SL) into their courses)			Total
	Experienced (more than 3 times)	Little SL experience (1–3 times)	No SL experience (None)	
Faculty of Arts	2/5	2/3	1/4	5/12
Faculty of Business	2/4	2/3	2/3	6/10
Faculty of Social Sciences	2/3	2/3	1/3	5/9
Common Core and General Education Unit	0/0	0/0	2/2	2/2
Total	6/12	6/9	6/12	18/33

Results and Findings

Faculty Views of and Experience With SL

Overall, the faculty participants understood quite well the philosophy of SL. Results from the faculty survey indicated that more than two thirds of the respondents “agreed” or “strongly agreed” with the following statements:

- I can explain the concept of SL to my colleagues ($M = 3.85$; $SD = 0.95$; $N = 40$, where 1 = Strongly disagree; 3 = Neutral; 5 = Strongly agree);
- I understand the role that reflection has in the practice of SL ($M = 3.85$; $SD = 0.83$; $N = 40$); and
- I am able to explain the ways in which SL is distinct from other

forms of community engagement ($M = 3.73$; $SD = 0.91$; $N = 40$).

Consistent with the findings from the individual interviews, the faculty participants highlighted essential elements, such as connecting to the course objectives; reflection; partnership with the community; and the commitments of teachers, partners, and students. All of the interview respondents acknowledged the value of SL for enhancing students' learning and bringing positive impact to the community. Similarly, most survey respondents (more than 80%) indicated that SL enhanced students' social, civic, and personal development.

Barriers/challenges. The interview respondents who had integrated SL into their courses said that they encountered the following major difficulties/challenges: (1)

Finding suitable service opportunities and community partners; (2) course design and schedule, including connecting SL into course objectives; (3) students' unfavorable behaviors and attitudes; and (4) time demands and heavy workload in terms of logistics, supervising students, and liaising with partners. The survey results were consistent with the respondents' remarks on the time constraints and the lack of support and recognition from administrative leaders. Faculty promotion and tenure policies were also among the top barriers/challenges SL faculty encountered.

SL is a time-intensive process. Turning a course into an SL course is not simply a matter of adding an additional element to the course. Faculty members are required to spend considerable time and substantial effort planning and designing the course. For example, they must connect service with the learning objectives, schedule the service period, match teaching sequences with service to ensure students can learn the content before their service, and design appropriate assessments, rubrics, and guidelines for students. One faculty member's comments are set forth below:

The difficulty was that I had to match the teaching schedule and service schedule seamlessly. . . . I tended to do it in this order. First, teach students some topics. Then, students visit/serve the agency. Next, we discuss in the classroom. By doing so, students would consolidate what they learned through intellectual/experimental learning step by step. (T05)

The above excerpt vividly reflects the challenges of seamlessly matching the teaching schedule with service. In this case, the course instructor needed to rearrange the teaching sequence and/or even cut down teaching content to leave space for SL-related instruction such as consultation and reflection.

Factors That Motivate or Demotivate Faculty Engagement in SL

Motivators of SL engagement. In the faculty survey, 83% of the SL faculty members indicated that they were "likely" or "very likely" to continue to incorporate SL into their teaching in the future. The top three most important motivating factors were (1)

increase in students' academic learning, (2) increase in students' civic and moral development, and (3) providing useful and meaningful service in the community. These findings were in line with the interview respondents' statements, that student factors, including evidence of enhanced student learning outcomes and student support, were the most significant factors motivating their engagement in SL, as illustrated by the excerpt below:

First, I will consider how much the SL will impact students. If it was only my wishful thinking and students did not learn or gain from it, that would be meaningless. Hence, my first and foremost consideration is whether students learn from doing the SL. (T04)

The interview respondents also mentioned their personal passion to serve the community through SL, as seen in the following statement:

If all you are doing is sitting behind the screen, writing words that will be read by just other academics, life is somewhat meaningless, right? So, this way, you really see the positive implication of what you are doing. You can use this leadership theory and you make a positive difference to the community, right? So it's kind of a society I want to be involved in and contribute more to and it's great. (T08)

Deterrents to SL engagement. The results seemed to suggest that limited access to community partners, concerns over logistics, coordination issues related to arranging service in a course, and lack of time and knowledge were the major roadblocks to faculty members considering SL. In the faculty survey, the top three reasons the non-SL faculty did not use SL in their teaching were

1. I anticipate having (or have had) difficulty establishing community partners ($M = 3.71$; $SD = 0.99$; $N = 17$);
2. I anticipate having logistical problems coordinating the community service aspect of the course ($M = 3.56$; $SD = 0.98$; $N = 18$); and
3. I have not been given and/or do not anticipate being given release time

to develop a service-learning course ($M = 3.44$; $SD = 0.98$; $N = 18$).

The interview respondents echoed the above, particularly the lack of support and recognition from the university and department. Two faculty members explained this:

No one in the department supports me. Everyone says, "Focus on your research. Why do you spend so much time on it"? Everyone is like this, honestly speaking. (T09)

At the moment, it seems that research counts more for your renewal of contract because you have to . . . In the business faculty, you have to reach the . . . you have to get a certain number of publications, right? Certain level of publications. Whereas they are not equivalent requirements to teaching, so it's quite clear to most people that they think . . . they think research is more important. (T13)

The above excerpts reflect the reality that SL was not counted for promotion, tenure, or contract renewal decisions, even though the university was explicit in its long-established mission and motto of "Education for Service." This misalignment of the university's espoused mission and its actions regarding SL generated frustration and distrust among faculty members. The respondents said they felt threatened if they did not concentrate their time and effort on research to survive in academia. This was underscored by a faculty member who said, "Even if you like teaching very much, you cannot spend too much time on it; otherwise, you will not survive" (T02).

Impact of SL on Faculty

Regarding SL's impact on faculty, the interview respondents most frequently reported on the benefits SL had brought to their teaching. For example, they said it increased their teaching repertoires and satisfaction, enriched their teaching content, and enhanced faculty-student relationships. Two teachers recounted their experiences:

It [SL] helps a lot in terms of your teaching methods. You will create more new directions for your students, making your lesson more alive. In return, you can enhance your course. (T07)

Sometimes I've gone to Central seeing them [students] there on a Sunday afternoon. . . . I saw this student at this outreach thing that they had at Causeway Bay and they were all there doing stuff for the Indonesian community. That was really nice, and they saw me there. It was kind of a good teacher-student thing. (T01)

Similarly, in the faculty survey, 80% of the respondents "agreed" or "strongly agreed" that "I was able to develop a good relationship with the students in my Service-Learning course(s)" ($M = 4.11$; $SD = 0.83$; $N = 18$).

The impact of SL on faculty service/community engagement was emphasized more by the survey respondents than by the interview respondents. Among the top five SL outcomes (i.e., items with highest mean ratings), four items with over 80% "agree" or "strongly agree" were related to SL impacts on faculty service/community engagement, as listed below:

1. I learned something new about the community from my community partners ($M = 4.28$; $SD = 0.89$; $N = 18$);
2. The service my students completed was beneficial to the community ($M = 4.22$; $SD = 0.55$; $N = 18$);
3. I value working with community partners to structure and deliver the SL experience for students ($M = 4.11$; $SD = 0.68$; $N = 18$); and
4. SL helped me to become more aware of the needs of my community ($M = 4.06$; $SD = 0.94$; $N = 18$).

Apparently, as a result of their involvement with community partners, SL enhanced faculty members' knowledge of community partners and awareness of community needs.

The faculty survey and interviews had consistent findings on the limited or non-existent impact of SL on faculty research and professional and career development. Only a few of the interview respondents said SL directed them to a new research area or publications. None of the interview respondents said SL engagement was beneficial to their career progression with respect to promotion, tenure, and contract renewal at the university. This was supported by the

survey results, in which only 28% of the SL faculty indicated that SL had a positive impact on their research publications or presentations, and only 17% of the SL faculty “agreed” or “strongly agreed” that SL was tied to the advancement of their research. These findings pose a great concern and a call for action.

Discussion

Motivators and Deterrents to SL

The faculty members generally held positive views of SL and considered it to be a valuable pedagogy that benefited both the students and the community. Our findings showed that there were a number of positive and negative factors relevant to institutional, communal, and professional status and personal and student dimensions that influenced faculty decisions to start or sustain SL engagement. Among these factors, the most significant motivators were the students’ improved learning in their academic studies and personal development, and the personal passion of faculty to enhance their teaching and engage with the community. This was consistent with the findings of previous studies (Abes et al., 2002; Bulot & Johnson, 2006; Hesser, 1995). Lingnan University already had a centralized organizational structure (Office of Service-Learning) that facilitated and encouraged faculty engagement in SL. There is evidence in this study that faculty members found support from the OSL to be essential and vital to their successful adoption of SL in their teaching.

The results suggest that there were discrepancies between university SL policy and practices, specifically misalignment of the university mission and its actions regarding SL. Lingnan’s long-standing motto and stated mission is “Education for Service.” Faculty engagement in SL has been viewed as a way to actualize the university’s motto and mission. However, the faculty members did not receive proper recognition and rewards through promotion, tenure, or contract renewal, or acknowledgment and awards from the department or the university. Some were even penalized due to the lack of time they spent on research and publications. The faculty members were frustrated by the inconsistent institutional actions and policies, and distrust was pervasive on campus. As Holland (1997) stressed, this institutional confusion and anxiety over the role of service inhibited further devel-

opment of SL courses and activities. We are in accord with Holland and the faculty respondents in this study and contend that it is critical for the university to send a clear message. It should acknowledge the link between SL and its motto and mission and establish a faculty reward system compatible and consistent with the institutional expectations for SL involvement.

Limited Impact of SL on Research and Professional Development

There is strong evidence in this study that SL contributed to faculty members’ enhanced teaching practices, including increasing teaching repertoires, enriching teaching content, and enhancing faculty-student relationships. However, SL has had a very limited impact on faculty research and professional development, especially career advancement. SL has not helped faculty much in terms of promotions and tenure. Some SL faculty members have even viewed it as an obstacle to research and promotion. Several reasons may account for these difficulties. First, as at other universities, Lingnan faculty members experience pressure to publish due to the high expectations for research productivity. Hence, faculty members must focus on research and publications to “survive.” In practice, the university emphasizes and values research but discounts the value of research for teaching and learning. Faculty members therefore would rather concentrate on research in their own discipline than on teaching and learning. Second, some faculty members or teaching staff may be assigned to teach courses that do not match their research interests or expertise. In such cases, even in courses with an SL component, SL is disconnected from faculty research and expertise. It is difficult for faculty members to turn SL into community-based research when there is a disconnect between their teaching and research. Third, those whose teaching is integrated with their research areas and expertise may be unaware of the potential connection between SL and research and the possible ways to combine SL teaching with research. For these faculty members, adopting SL may not be too difficult once they recognize the link and acquire the relevant information and ideas needed to integrate SL with research.

Community-based research may be a possible way to connect SL and faculty research. Community-based research is an emerg-

ing form of SL that has shown promising outcomes for meeting societal needs and the multiple demands placed on faculty to teach, publish, and engage in service (Chapdelaine & Chapman, 1999; Stocking & Cutforth, 2006). Faculty members can adopt community-based research as a form of SL in their courses and involve students and community members in the research process to help address important community issues and empower the community. This not only fulfills the faculty's need to teach, conduct research, and perform service, it encourages both the faculty and students to develop a lifelong habit of civic engagement. It also contributes to the development of engaged scholarship (Boyer, 1996) and an engaged campus (Butin & Seider, 2012).

Implications of the Model

This study presented a comprehensive model that explored factors impacting faculty participation in SL and the relationship of SL to faculty members' teaching, research, service, and professional development. As a synthesis, this model helps to identify a research agenda related to SL engagement and creates a context within which institutional leaders can consider policies and programs that enhance faculty involvement in SL (Wade & Demb, 2009).

Implications for research. First, the model supports a holistic approach to the dynamics of faculty engagement in SL. It considers the factors, faculty members' SL experience and challenges, and SL impacts on faculty. Second, it highlights the interconnected and interdependent relationships between and among the factors in different dimensions. This serves as a starting point to further explore the dynamics that lead to faculty reactions. As with any model, the completeness and accuracy of the elements and their interactions may be challenged by researchers and practitioners. Thus, it forms a systematic basis for discussion and further research. The fruitfulness of future research requires more precise definitions and measurement parameters for "engaged scholarly work."

Implications for practice. The model can become a new basis for institutional conversations about the motivators driving faculty engagement in SL. Institutional leaders can use the model to explore the institutional factors that can bring about change, such as organizational structure, funding, and

university policies and procedures. Such an exploration can be performed by assessing changes in faculty participation with respect to (1) more access to a campus office where faculty can receive SL support, (2) more readily available funding or grants for SL, and (3) more value being assigned to SL in promotion and tenure decisions.

The model can also be used as the basis for designing and planning faculty development programs. The model demonstrates that faculty engagement in SL and the impacts of SL are affected by the interplay between personal, communal, institutional, professional, and student factors, in addition to the actual experiences and challenges encountered. Faculty development programs should adopt a multitrack approach to building faculty capacity for SL and tailor their activities to reach faculty members who are involved in different types of SL at different career stages (Glass, Doberneck, & Schweitzer, 2011). These faculty development activities could be offered by different units such as centers for teaching and learning, service and civic engagement centers, and offices of knowledge transfer.

Limitations

The main limitation of this study was the self-selected sample that participated in both the survey and the interviews. These respondents participated in the study voluntarily without any financial incentives. This form of sampling can result in self-selection bias that can raise concerns about whether the respondents had more positive views about SL than the overall faculty population of the university. Indeed, the researchers took measures to include non-SL faculty in the study (e.g., inviting non-SL faculty members to interview). Another limitation was the small number of respondents ($n = 40$) from the same institution, although reminders were sent through mass e-mails and personal e-mails, in addition to face-to-face interactions with researchers and SL coordinators from the Office of Service-Learning. Arguably the low response rate could be attributed to the timing of the survey, when faculty were busy with teaching and filling in their appraisal forms at year end. In addition, as reported in the literature, the type of institution could have affected the level of faculty engagement with SL. At institutions with a heavier focus on research, or a different setting, faculty

might make different choices. Thus, the reader is reminded that the findings from this study may not be generalizable because the data were collected at only one university in Hong Kong. Future research that relies on similar instruments and methods at other local and overseas universities may yield more fruitful understandings of the institutional factors that affect faculty SL engagement.

Conclusion

This study has both practical and theoretical value. Practically, it enhances our understanding of how to facilitate faculty adoption of SL. Theoretically, it helps to build a more comprehensive model of faculty engagement with SL pedagogy. The results showed that enhanced student learning outcomes were among the major considerations of faculty members' decisions to use SL. However, this was not included in Demb and Wade's (2012) faculty engagement model. Indeed, our findings echo those of Abes et al. (2002), in which improved student learning outcomes provided the strongest motivation for SL faculty. Arguably, a

student dimension should be added to the model to more fully account for the factors that influence faculty engagement in SL.

To conclude, from this study we learned that faculty members, at least those in our sample, are willing to adopt SL and are already involved with it. However, they are still seeking legitimacy and support from within the university and their departments to pursue this endeavor. It is vital to promote engagement of faculty members in SL because they are the key components in the ecological system of SL. Some universities in Taiwan, the Philippines, and Singapore are interested in testing the faculty model based on their local contexts. With limited research on SL pedagogy from the faculty's perspective, we should encourage more universities to take part in similar research. Research outcomes can inform future practice and facilitate further development of SL practice and theory. We are optimistic that if such research can be conducted in the region, it will help ease the barriers and challenges faculty are facing and support the development of both engaged scholarship and engaged campuses.



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