Providing Faculty-to-Faculty Support: Moving the Needle Forward in Service-Learning From Limited Exposure to Implementing a Campuswide Program

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Abstract

The benefits of service-learning have been well documented in the literature in terms of student outcomes (i.e., increasing retention rates). The purpose of this article was to gather the experiences of faculty who participated in the Service-Learning Faculty Scholars program, a faculty development program designed to infuse service-learning into their courses and across campus at a midsized university in the Midwest. Faculty participated in a faculty cohort model. Listening sessions were held to gather faculty input, and a total of seven faculty participated. Participants were asked a series of open-ended questions. After a thematic analysis of the data, several themes emerged: service-learning competency/development, challenges, cohort effect, scholar experience, program-level support/resources and training, student experiences, community partner relationships, and faculty reflections on course design. Limitations and future research are discussed.

Keywords: service-learning, faculty development, high impact practices (HIPs), C-BAM, faculty cohort model

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The benefits of, motivation for, and impact of service-learning have been well documented in the literature (Abes et al., 2002; Banerjee & Hausafus, 2007; Berkey et al., 2018, Clayton et al., 2012; Gallini & Moely, 2003; Jacoby, 2014; Prentice & Robinson, 2010; Weigert, 1998). Although the exact definition of "service-learning" varies depending on the institution, the common components include academic/curricular connection, meaningful service with community partnerships, and reflection: These are the hallmarks of the pedagogy (Clayton et al., 2012; Weigert, 1998). Service-learning as a high impact practice (HIP) has had profound impacts on student learning, including working collaboratively with diverse populations, developing an enhanced understanding of community problems, and increasing intentions for future volunteer engagement (Gallini & Moely, 2003). Further, through the National Survey of Student Engagement (NSSE), we understand that HIPs demonstrate positive outcomes related to student persistence and retention (Indiana University School of Education, 2021; Kuh, 2008, 2009). Thus, the purpose of this article is to examine the role a faculty cohort model played in moving the needle in service-learning on a midsized college campus in the Midwest.

Faculty Development

With the motivation for student retention and the desire to create impactful student experiences through HIPs specifically, service-learning, faculty support and development, and institutional resources are necessary (Berkey et al., 2018; Cummins et al., 2023; Gelmon et al., 2012; George-Paschal et al., 2019; Harwood et al., 2005; Jameson et al., 2012; Pribbenow, 2005; Robinson & Harkins, 2018; Stanton, 1994; Surak & Pope, 2016; Tijsma et al., 2023). For HIPs to be effective, they must be executed well and with intentionality (Kuh, 2008). The role of the faculty is key to the development of meaningful service-learning projects and community connections. Further, the im-

portance of professional development opportunities in helping faculty with their vital role in the success of HIPs is critical (McNair & Albertine, 2012).

Faculty are motivated to engage in service-learning by a variety of factors, the highest of which is increased student learning related to course-based understanding or teaching and learning (Abes et al., 2002; O'Meara & Niehaus, 2009). Other motivations include building community partnerships, impacting student perceptions, and having an impact in the local community (Abes et al., 2002; Cummins et al., 2023). Engaging in service-learning pedagogy has led to "more meaningful engagement in, and commitment to, teaching" (Pribbenow, 2005, p. 27). Also, it is important to note that the Abes et al. (2002) study, which collected survey data from over 500 faculty at 29 institutions, found that incentives, including stipends or course release, are crucial to recruiting faculty to design or redesign service-learning course components. Faculty taking a leadership role in the view of both students and the community partners is critical for successful service-learning partnerships (George-Paschal et al., 2019). In the same study the researchers found that faculty viewed their role as that of enabler or facilitator of learning, which often requires the responsibility of managing the workload of the service-learning partnership while still keeping the design of their courses up to date. Further, faculty noted that through service-learning they can build new connections and work outside their typical faculty circle.

Faculty are deterred or challenged by several factors as well. Faculty may be discouraged by the insufficiency of time, logistical support, funding, evidence of student learning, and recognition or value in tenure and promotion (Abes et al., 2002; Baker & Lutz, 2021; Banerjee & Hausafus, 2007; Berkey et al., 2018; Bringle et al., 1997; Hammond, 1994; Zlotkowski, 1998). Due to the increased rigor and unique needs of community-engaged scholarship and service-learning practice, it is also important for institutions to note the role of tenure and promotion in this conversation and how faculty development might be created to support early-career faculty with interest in this work (Glass et al., 2011). Faculty are expected to disseminate new knowledge via publications and presentations; thus, it would behoove institutions to frame opportunities for recognition of the intersection of teaching and scholarship for any interested faculty (Berkey et al., 2018).

Foundational Understanding of Faculty Development

Earlier research in faculty development focused on the effectiveness of seminars and set curriculums for faculty. Given the need for an introduction to service-learning pedagogy, workshop topics that focused on reflection, community partnerships, student and course assessment, and models of effective practice were established (Bringle & Hatcher, 1995; Stanton, 1994). As practice has evolved, the continued need for faculty development and the expanding scope of community-engaged scholarship continues. Current faculty development trends focus on helping faculty understand labels for current practices and building an understanding of service-learning and community-engaged practices as a multidisciplinary umbrella of engaged scholarship (Jordan et al., 2012). Other effective faculty development practices have included mentoring and coteaching (Cordie et al., 2020).

Furthermore, much of the current literature related to faculty development has focused on online and pandemic-related teaching approaches, which will be discussed later in this section. As we emerge from the pandemic, recent scholars are calling for a "new age of faculty development—The Age of the Global Community," including a theme dedicated to leveraging community-based learning (Baker & Lutz, 2021, p. 55). This theme encourages faculty to partner with our communities in meaningful ways as we all emerge from challenges caused by the pandemic. It also calls on faculty developers to create cross-campus conversations to leverage engagement. Finally, the theme encourages universities to seek ways to ensure that community-based learning can serve faculty in their career advancement (Baker & Lutz, 2021). It is important to note that many faculty see the benefits of service-learning pedagogy and report an interest in learning about service-learning practices while also noting that this work is not an integrated aspect of their role but rather an addition to their workload (Borkoski & Prosser, 2020). Lewing (2020) noted that faculty development programs that emphasize the development of community partnerships and a space to reflect on teaching and scholarship are more valued by faculty members.

Faculty Development Approaches

How we engage in faculty development varies from campus to campus and as we assess and change our own approaches. Welch and Plaxton-Moore (2017) surveyed campus centers with the goal of identifying faculty development program offerings and trends. Through their study, a variety of faculty development plans emerged, including one-on-one faculty consultations, workshops (1–2 hours), half- and full-day workshops, community partner guest speakers, faculty learning communities, faculty fellows seminars or cohort modules, book clubs/readings, training videos, or writing retreats. The study also noted "that the most common faculty development formats all require minimal time commitments and in case of consultations and mentors, can be organized around individual faculty schedules fairly easily" (p. 144). With the variety of approaches available, our study focuses on the experiences of faculty engaged in a more rigorous group approach to faculty development.

Group Approaches

A clear difference between faculty learning communities (FLCs) and faculty cohort or faculty fellows seminars is established. In an FLC, the faculty within the community play a role in contributing to the learning and establishing an agenda for group learning. A faculty cohort or fellows program has an instructor/leader model that sets the curriculum and facilitates the learning process; it is the most immersive of all models (Berkey et al., 2018; Welch & Plaxton-Moore, 2017). The cohort model "provides significantly more time for faculty to acquire the knowledge, skills, and competencies needed for community-engaged scholarship than sporadic faculty development program offerings" (Welch & Plaxton-Moore, 2017, p. 144). Cohort approaches lead to the development of peer faculty networks and a space for idea sharing and learning (Cummins et al., 2023).

Additionally, Berkey et al. (2018), in their book *Reconceptualizing Faculty Development in Service-Learning/Community Engagement*, established that extended and immersive programs hold the potential for program outcomes related to an "increased sense of belonging, program development and lasting relationships" (p. 90). The cohort model requires more extensive resources, logistical support, time commitments, and potential monetary costs. Benefits include the ability to support faculty in creating safe spaces for open discussion and discourse, a method for identifying roadblocks and moving beyond them into practice, the ability to impact scholar identity with the introduction of "new language," the sharing of expertise and the potential for new collaborations, and the chance to create synergy and enthusiasm for service-learning practice (Abrams et al., 2006; Jameson et al., 2012; Rice & Stacey, 1997; Surak & Pope, 2016). Regardless of approach or design for faculty development, a recent study aimed at understanding the initialization of service-learning or community service-learning established three phases in this process: start-up, scaling up, and sustaining (Tijsma et al., 2023). Within the start-up phase, Tijsma et al. distinguished between top-down (started by a governing board or upper administration) and bottom-up (originating with active faculty members, students, or even local community partners); the program in this study is rooted as a bottom-up approach.

Pandemic Impact

Although we are still learning the continuing impacts of the COVID-19 pandemic, it is recognized that the unprecedented nature of the pandemic highlighted the need to support faculty development in a rapidly changing environment. Recent studies have emerged seeking to understand student learning and perceptions with the transitions required during the onset of the pandemic (Burton & Winter, 2021; Morton & Rosenfeld, 2021; Schmidt, 2021; Shaw & Halley, 2021; Vicente et al., 2021). Hollander et al.'s (2020) study involving the creation of 3-week summer faculty development with a focus on remote learning utilized a service-learning approach to the creation and assessment of the intervention. The researchers looked toward the future to understand how remote delivery might promote future service-learning engagement, noting that geographical constraints may be lessened, and that flexible delivery could free up student time, allowing for more time spent in service. The primary focus of the research, however, was to establish an understanding of faculty's confidence in utilizing educational technology tools and remote learning course design best practices. Using a scoping review, Khiatani et al. (2023) examined 13 studies to better understand the practice of service-learning within the pandemic context. This review shared the importance and increased prac-

tice of virtual service-learning and the need for technology support. Finally, the overall practice and pedagogy proved to responsive and adaptable during uncertain times.
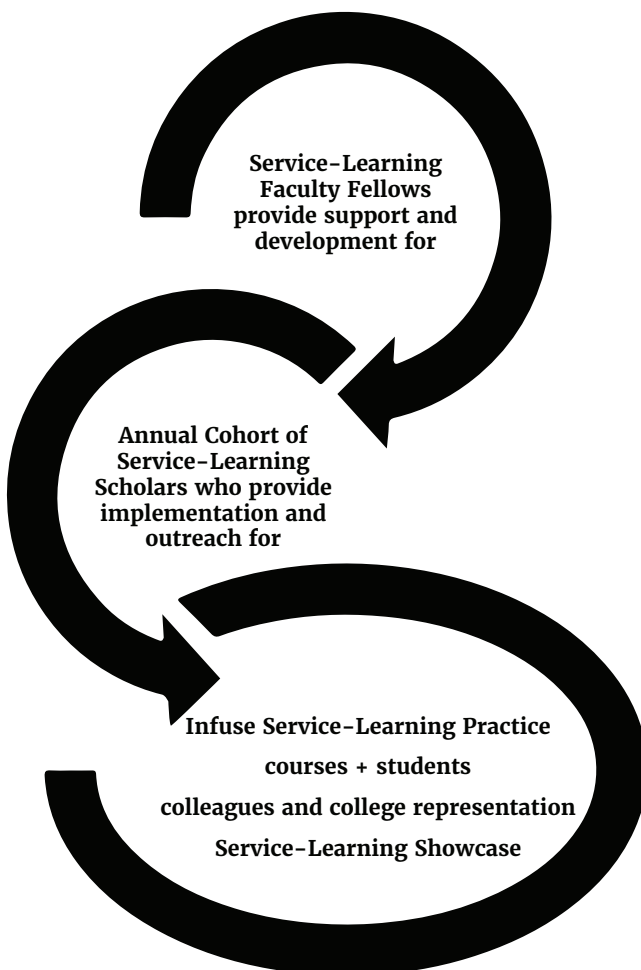
Purpose and Background/Context of the Study

This study extends the literature related to cohort-based faculty development models by seeking to understand the faculty scholars' experience and offering a peer-to-peer development model in which service-learning faculty fellows (consistent faculty mentors and the research team for this study) serve as instructors and mentors for an annual cohort of faculty scholars (called service-learning scholars). The diagram in Figure 1 illustrates the peer-to-peer model.

Further, some participants in this study were serving in their scholar year during spring 2020, in which the pandemic greatly altered their service-learning practice and approach. Their lessons learned help provide an account of the continuing and changing needs in the development of faculty engaging in service-learning pedagogy.

The Service-Learning Faculty Scholars program is offered each year, and all full-time faculty members are eligible to apply. Faculty selected to be a part of the annual group spend one year as part of a cohort designed to support faculty in course design and development. Faculty receive a stipend ($1,500) for their time. The average annual cohort has four to five members and is representative of the different colleges and departments. This unique aspect of the program allows for a diffusion effect across the different colleges and departments on our campus. Scholars can serve as a repre-

Figure 1. Faculty Fellow and Faculty Scholar Model:
Peer-to-Peer Cohort Model

Service-Learning Faculty Fellows provide support and development for

Annual Cohort of Service-Learning Scholars who provide implementation and outreach for

Infuse Service-Learning Practice

courses + students

colleagues and college representation

Service-Learning Showcase

sentative or a "service-learning champion," broadening the reach of the service-learning program. This program is an extended, immersive program that focuses on meeting individual faculty needs (Berkey et al., 2018). The scholars are led by a team of service-learning faculty fellows who form a faculty-to-faculty mentoring and professional development community. A scholar year includes cohort meetings (four to six per academic year), individual consultations with the service-learning faculty fellows as needed, support for syllabus review, resource sharing, and the expectation to participate in the annual campus service-learning student showcase. To date, four cohorts of faculty have completed a scholar year. Nearly 200 students have participated in the annual Service-Learning Showcase, which is a venue to display the meaningful service that has occurred in the community.

By creating an annual cohort of scholars, the institution can further their goals of incorporating HIPs to increase student development, involvement, and retention, and to enhance the student experience. The Service-Learning Faculty Scholars program was a milestone in the journey of infusing the campus with academic service-learning practice. The timeline in Figure 2 illustrates the evolution and journey of the academic service-learning program. In the beginning, the initiative started with workshops and moved toward launching the Service-Learning Faculty Scholars program, which built a community for like-minded and interested faculty. Workshops presented several problems: low attendance, lack of interest, and time conflicts with classes. Prior to the Service-Learning Faculty Scholars program, the service-learning approach was more passive; with the introduction of the scholars, the approach became more proactive, requiring interested faculty to apply for engagement in the program.

Through the Service-Learning Faculty Scholars program, a relatively young service-learning program was able to find anchors in intentionally diffusing service-learning throughout the university's various colleges and departments. Past scholars serve as allies for community-engaged scholarship, current scholars serve as spokespersons for current community partnerships, and the annual Service-Learning Showcase allows community, student, and faculty synergy to culminate and renew each academic year.

The reach of the scholars program is articulated by the diagram in Figure 3. In this immersive program, service-learning faculty fellows support the service-learning faculty scholars cohort, providing training and development for scholars representing their various colleges and departments, with the potential to inform classroom instruction throughout the university, with the goal of increasing the quality of academic service-learning pedagogy.

With the annual service-learning faculty scholars as the key stakeholder in this process, the need to understand their experience is essential to understanding peer-to-peer modules and their impact on faculty

Figure 2. Moving the Needle: Momentum in Academic Service-Learning
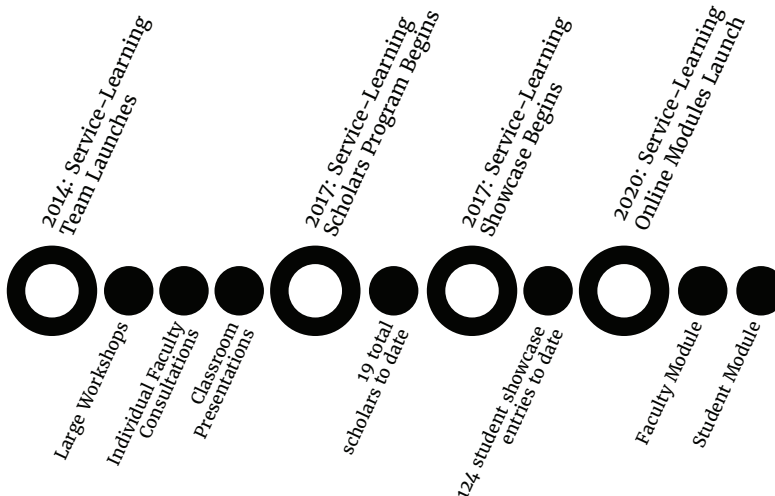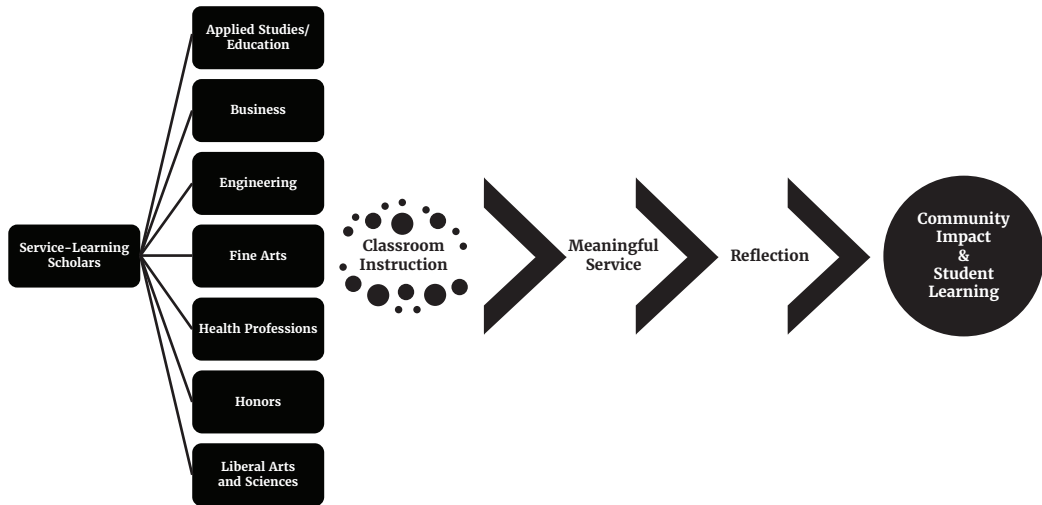
Figure 3. Service–Learning Scholars Ecosystem

development, continued and lasting service-learning engagement, and faculty support.

Theoretical Framework

The Concerns-Based Adoption Model (C-BAM) provides a framework for practitioners interested in implementing change with meaningful results (George et al., 2006; Hall, 1974). The model was developed in the 1970s and 1980s at the University of Texas at Austin by a research team at the Research and Development Center for Teacher Education. The model has been consistently updated for validity and reliability and continues to be used to help leaders and educators understand implementation of new practices. The C-BAM model focuses on the human dynamic as an often overlooked but vitally important element of implementation. The framework provides three diagnostic dimensions: innovation configurations, stages of concern, and levels of use (SEDL, 2015). For this study, we focused on the second dimension, stages of concern, as a theoretical framework that provided a lens to understand the phenomena of focus that service-learning faculty scholars experience as a method of "moving the needle" in campus-based service-learning implementation.

The seven stages of concern address areas of potential concern, worry, or trepidation related to the innovation (service-learning practice). Table 1 describes each of the stages of concern and provides a representative statement reflecting it (SEDL, 2015).

Understanding how service-learning schol-ars describe their challenges or concerns can make the cohort experience dynamic and useful for all faculty participants. This model will be further utilized in the discussion of this study.

The purpose of this study is to understand the experiences, lessons learned, and insights of faculty as they develop their service-learning practice. "Adopting innovative pedagogy such as service-learning is a challenging prospect for many faculty. It is therefore imperative they be given support to develop and refine their practice, philosophy, and scholarship" (Harwood et al., 2005, p. 48). We can fulfill the need for support only by understanding, redeveloping, and retooling our continued efforts to provide meaningful and engaging development for faculty and the impact they have on students and the broader community.

Method

Design and Procedure

We conducted this study by first conducting listening sessions to gather input from university faculty members who participated as service-learning faculty scholars. The program was designed to increase meaningful service opportunities for students with community-based organizations and infuse reflection and curricular components in the classroom. Listening sessions were created to assess the impact of this program at our university from the beginning in terms of moving the service-learning needle. Current and past service-learning scholars

Table 1. Stages of Concern, Concerns–Based Adoption Model

Stage of concern	Typical statement
Unconcerned	"I think I heard something about it, but I'm too busy right now with other priorities to be concerned about it."
Informational	"This seems interesting, and I would like to know more about it."
Personal	"I'm concerned about the changes I'll need to make in my routines."
Management	"I'm concerned about how much time it takes to get ready to teach with this new approach."
Consequence	"How will this new approach affect my students?"
Collaboration	"I'm looking forward to sharing some ideas about it with other teachers."
Refocusing	"I have some ideas about something that would work even better."

Note. Source: SEDL, 2015.

were asked a series of questions about their experiences. Table 2 outlines the questions posed to faculty participants.

This study was approved by the Institutional Review Board (IRB) at Wichita State University. The research team consisted of two faculty members and one undergraduate student. Faculty from all ranks (tenure track and non–tenure track) participated in two listening sessions. Each listening session was approximately 60 minutes in duration and was audio recorded and transcribed. A total of seven faculty participated in the listening sessions. Faculty names were changed to pseudonyms to protect their identities. Table 3 outlines the college they represented and basic demographics. Each listening session consisted of four to six faculty who shared their lessons learned and experiences being a service–learning scholar.

Service–Learning Scholars Program Cohort Participants

A program titled the Service–Learning Faculty Scholars was implemented that paid $1,500 per participant to faculty across each college to infuse service–learning as defined by the initiative into faculty members' classes. Each year faculty members from across campus apply for this program. A total of 14 (two male and 12 female) faculty scholars have applied and were selected to participate. A total of 15 classes have been exposed to service–learning in their classes through this cohort-based program.

Data Analysis

For the purposes of this qualitative study a thematic analysis was conducted (Braun & Clarke, 2006; Maguire & Delahunt, 2017), using a four–step process.

Step 1. Become familiar with the data: Open coding. Two listening sessions were audio recorded and transcribed verbatim. The goal of thematic analysis is to find the themes and patterns that come from the participants and are guided by the research questions.

Step 2. Generate initial codes. The research team consisted of three coders (the three authors). Each coder was trained on qualitative methods and the research questions that guided the qualitative study. Each coder coded the listening session they were assigned individually, and they met with the first author to discuss themes that emerged.

Table 2. Listening Session Questions

All faculty questions (including current scholars and past scholars)
Tell us about your overall experience with the Service-Learning Scholars program.
Share about your challenges and recommendations.
Any lessons learned?
Past scholar additional questions
Are you still engaging in service-learning?
What changes have you made in your service-learning practice?

Table 3. Participants of Listening Sessions

College	Participant*	Description of the appointment
Liberal Arts and Sciences	Female faculty: Dr. Nova, Dr. Smith, Dr. Snow	Tenure-track (3)
Liberal Arts and Sciences	Female faculty: Dr. Moore	Tenured
Fine Arts	Female faculty: Dr. Lane	Tenured
Engineering	Female faculty: Dr. Pine and Dr. Ling	Tenure-track (2)

Note. *The male faculty selected as service-learning faculty scholars chose not to participate or were not available for the listening sessions. Two scholars chose to give their responses through email.

Step 3. Search for themes. At this point each coder met with the first author to discuss what significant themes emerged from the different listening sessions. The most emergent themes were related to the research question.

Step 4. Relevant themes. Once the themes were identified in each session, all themes were reviewed, modified, or developed depending upon the number of mentions until consensus was reached.

Through this thematic analysis process, 18 codes were created and then collapsed into eight overarching themes.

Results

A total of eight themes emerged from the listening sessions: (1) service-learning competency/development, (2) challenges, (3) cohort effect, (4) scholar experience, (5) program-level support/resources and training, (6) student experiences, (7) community partner relationships, and (8) faculty reflections on course design. Table 4 outlines the details of each theme and gives an example quote from program participants.

Service-Learning Competency/ Development

Service-learning competency/development was defined as skills and strategies that further developed the scholar's knowledge and confidence about service-learning and helped them understand service-learning practices. One example of service-learning competency/development is provided by Dr. Snow:

> I learned early on that it was more than just direct service and I think that my view of service-learning was expanded in terms of thinking beyond that and even though my service was really intended to be

Table 4. Emergent Themes, Overview of Results

Theme	Description	Example
1. Service-learning competency/ development	Service-learning scholars developed skills and strategies to further their educational mission and incorporate service-learning practices.	"I learned early on that it was more than just direct service, and I think that my view of service-learning was expanded in terms of thinking beyond that and even though my service was really intended to be direct, and it made me think about like other ways or other methods that I could infuse that in other courses or, you know, just beyond the actual provision of direct services, like in research, or even like advocacy work and so I thought that was unique."—Dr. Pine
2. Challenges	Service-learning scholars found difficulty in making service-learning meaningful, finding adequate preparation time, working with COVID-19 and the logistics of their student groups in terms of implementation, and getting projects up and going for students.	"My biggest challenge was recruitment this past year, and I think a part of that was COVID. And I not even sure how much of it, you know, could have changed because of COVID. You know, and it's kind of in thinking about what was what it's been said so far."—Dr. Ling
3. Cohort effect	Service-learning scholars used current and previous scholars as well as faculty fellows as a resource for guidance, answering questions, brainstorming, and concerns.	"I can come and tell you that if I have a problem, if something is challenging, I have somebody to talk to, right. And that aspect was fantastic."—Dr. Smith
4. Scholar experience	Service-learning scholars' personal takeaway from their participation.	"So, there's a lot comes with being a service-learning scholar, but I think in terms of how you guys structure the program, I think I had very positive experiences."—Dr. Nova
5. Program-level support/ resources and training	Service-learning scholars found individual support in faculty fellows, felt meeting times were appropriate, and attended the annual Service-Learning Showcase.	"I can come and tell you that if I have a problem, if something is challenging, I have somebody to talk to, right. And that aspect was fantastic."—Dr. Smith
6. Student experiences	Service-learning scholars made note of student-to-student interactions, the importance of student reflection, and students' need for structure and guidance.	"Like one group did something about Latino mental health, and they did a bunch of interviews and . . . so at the end, they had a really long video that nobody was, I don't think people would really watch like the whole thing if they saw it on social media. And it wasn't really, it didn't really, like grab your attention at the beginning, so it just seemed more like a class project rather than something for the purpose of addressing an issue in the community."—Dr. Moore
7. Community partner relationships	Service-learning scholars' feedback on finding community partners, managing relationships, and bringing their partnership into the classroom.	"I think, in my case, the lesson I've learned is that spending time on building relationships with community partners, and teaching students to build this relationship really pays off."—Dr. Nova
8. Faculty reflections on course design	Service-learning scholars give feedback on potential improvements and changes to be made in future courses.	"I guess for me, one of the things that I considered more intentionally was how to incorporate reflection throughout."—Dr. Nova

direct, and it made me think about like other ways or other methods that I could infuse that in other courses or, you know, just beyond the actual provision of direct services, like in research, or even like advocacy work and so I thought that was unique.

Consistently, participants shared that their understanding of service-learning as an overall concept and practice was expanded.

Challenges

Another theme that emerged for scholars was the challenges that occurred when trying to implement service-learning in their classrooms. Challenges were defined as difficulties in making service-learning meaningful and getting service-learning implemented for students, particularly during the COVID-19 pandemic when their program was being implemented. Dr. Lane shared:

> I'm still learning. You know, I agree, it's like you know. I need to start to make a better effort and focused direction earlier. You know. That's, I think really key because it takes a while to get your mind wrapped around everything and start to get things percolating. And then of course, if you run into issues, where, like I'm having with people getting back with you, and know, it's slow starting and then here I am mid-semester.

Subthemes were also discussed; these included trying to build community partnerships during COVID-19, logistic issues, and time management issues that occurred for students who were juggling work demands and their academics. The pandemic was often discussed among this group of scholars, as those in the program were active in their scholar year during various stages of the current pandemic.

Cohort Effect

In the listening session, scholars mentioned that the role of being a part of the Service-Learning Faculty Scholars program or the impact of going through the process with others was beneficial to their growth and development. "Cohort effect" was defined as using the knowledge and wisdom from current and previous scholars as a resource and guidance in answering questions, avoiding pitfalls, gaining new insights, and getting inspired by fresh ideas. Dr. Smith shared,

> You know, it was lovely to see what other people were doing. And also, other people from different fields, right. So, I'm in linguistics, but you know [our cohort is] in social work and engineering and [it] was great to see what everybody else was doing. Because I think, you know, prior to me being a service-learning scholar, when I was, when I was doing service-learning in one of my classes, I was just on my own doing what I thought was right for my class, the cohort that we kind of created I think as part of the service-learning scholarship was what was really, really useful for me, it was kind of like, okay, I can come and tell you that if I have a problem, if something is challenging, I have somebody to talk to, right. And that aspect was fantastic.

The scholars identified the benefit of a cohort of peers focused on learning, growing, and developing service-learning practice. The camaraderie that was developed due to a shared experience was noted.

Scholar Experience

Scholars also mentioned the feeling of how they experienced the process overall. Overwhelmingly, the scholars shared a positive reaction toward their participation in the program. Dr. Pine reflected,

> So, my experience was great because this is something that it was not only aligned with the university, like vision of what education should look like, but also with the professional vision in our, in the case of our, our major vision of you know how being an active part of the community needs to be reflected as an outcome of how students learn . . . So, there's a lot that comes with being a service-learning scholar, but I think in terms of how you guys [service-learning faculty fellows] structure the program, I think I had very positive experiences.

Scholars consistently shared a feeling of positive experience, impact, and growth. They also shared that the program was

worthwhile and not overly demanding of their time versus the impact on their development.

Program-Level Support/Resources and Training

"Program-level support/resources and training" was defined as providing individual support to the scholars through individual meetings or consultation sessions, by providing feedback or through resources (i.e., books, articles, reflection pieces, syllabi, websites on service-learning, problem solving). One of the scholars provided a quote that captured how they felt supported by the program. Dr. Smith stated, "I can come and tell you that if I have a problem, if something is challenging, I have somebody to talk to, right. And that aspect was fantastic." The need for and the appreciation of resources was another common theme discussed in both listening sessions.

Student Experience

One scholar wanted to expose the students to different experiences in the community. The scholars discussed how one aspect of the importance of including service-learning in their courses was its enhancing the student experience. Dr. Pine mused,

> So these, these experiences, and that's why I like I wanted to bring it here, because it now exposes students that you know, now you have a worker that is not a robot, you know like has rights, and even a person has rights, rights and has health and you know to, and mental health, to worry about that you have to worry about that if you want your company or your organization to move forward because it depends on workers.

Scholars discussed that service-learning impacted their student learning and understanding. As evidenced in the above quote, the practice brought real meaning and real-world application to the classroom curriculum.

Community Partner Relationships

Community partner relationships involve managing the relationships between the faculty and the community partner, establishing the service-learning activity for the students, and working out the meaningful service-learning component. This process takes time. A relationship must be formed between the community partner and the service-learning scholar. The importance of building these partnerships and engaging in an ongoing flow of communication was discussed by the scholars. One scholar, Dr. Nova, commented, "I think, in my case, the lesson I've learned is that spending time on building relationships with community partners, and teaching students to build this relationship, really pays off." By deepening these partnerships and sharing the importance of building these relationships with students, the scholars shared how vital the community partners are in service-learning practice.

Faculty Reflections on Course Design

Service-learning faculty scholars provided insights and recommendations for course design. Dr. Ling shared,

> I learned with my first-year seminar. I mean, I taught it last semester, and I'm not teaching it this semester, but I learned a lot of lessons. It'll be a lot different for the fall semester. But I think the biggest thing for me was . . . and I still don't necessarily know how to do it, but I know that I left it too open ended for my students to just kind of find their service. And so, I realized like I need to provide them more guidance and maybe select a few options instead of here's the whole world at your fingertips. Go find something.

A common point of discussion in both listening sessions was related to this theme of reflecting back on practice and making improvements in future course design. The scope of change differed depending on the scholar; however, the spirit of future improvement was evident.

Discussion

Overall, the goal of this exploratory study was to gather input from faculty who were selected as service-learning faculty scholars at a midsized Midwestern university to incorporate a service-learning component into their courses. Listening sessions were conducted to collect information to determine how effective the program was at meeting intentional goals and objectives. We also wanted to ascertain how well the Service-Learning Faculty Scholars program was able to provide resources and increase

the service-learning competencies among its scholars. Other studies have used numerous methods, including mentoring, workshops, fellowships, and trainings to improve faculty development to create applied learning opportunities for faculty (Berkey et al., 2018; Cummins et al., 2023; Jordan et al., 2012; Robinson & Harkins, 2018; Welch & Plaxton-Moore, 2017). Service-learning has been identified as a high-impact practice to recruit and retain students for colleges and universities (Kuh, 2008). Service-learning has also been a tool to retain students (Celio et al., 2011; Gallini & Moely, 2003; Kuh et al., 2017). The study also used the C-BAM to address scholars' concerns in adopting the service-learning practice as an innovation into their classes (de Vocht & Laherto, 2017; de Vocht et al., 2017; Hall et al., 1977; SEDL, 2015).

The findings from this study highlight that service-learning faculty scholars' approaches mostly fell into five broad categories of the concerns model: informational, management, consequence, collaboration, and refocusing. The categories unconcerned and personal did not apply as easily to these faculty scholars. The C-BAM model has been used as a model for teachers when adopting innovative teaching methods (de Vocht & Laherto, 2017; Trapani & Annunziato, 2019).

First, it is clear that scholars did relate to the informational stage of the concerns model. The scholars found the information provided by the Service-Learning Faculty Scholars program interesting and informative (de Vocht & Laherto, 2017). Second, the management stage of the concerns model also seemed to connect with the scholars in that they were concerned about how much time it would take to connect with building up community partnerships in terms of placing students in service-learning placements. Once this process was completed, the scholars found it was a rewarding experience for the students. Scholars did note that service-learning placement would continue to be an area of concern for each semester. In contrast to implementing a traditional curriculum, the concerns for management were fairly low and were similar to other research findings (Trapani & Annunziato, 2018). Third, in the consequences stage, the scholars did experience challenges connecting with community partners in this stage of the concerns model. The scholars were concerned that challenges connecting with community partners would impact their students' experience with service-learning in the community and with their class.

Fourth, collaboration was another stage in the concerns model that the scholars were able to share. In this stage the scholars noted that they were able to share their concerns with each other, and they shared their successes and failures and their lessons learned with other cohort members. At the monthly meetings they looked forward to the opportunity to express their ideas and hear what other scholars had been engaged in over the month. This insight was shared in the study by de Vocht et al. (2017) related to this stage. Further, our findings support the more recent conversations in service-learning faculty development via Cummins et al. (2023), who noted the positive impact on collaborative or cohort-based learning. Fifth, in the stage of the model that targets refocusing, scholars had the opportunity to reflect on their ideas for course improvement and thus practiced refocusing their ideas with goals of what they could work on in the future (de Vocht & Laherto, 2017). For instance, scholars mentioned providing more guidance to their students in the future on how to engage in service-learning in the community and ways to implement reflection throughout the projects in the classroom.

Taken as a whole, the concerns model of providing an innovative way to integrate service-learning into the classroom provided several insights for the Service-Learning Faculty Scholars program. Faculty all have concerns before implementing any kind of innovation into the classroom. These concerns may be addressed. Faculty need to have the information and tools to address their concerns to effectively communicate the questions, fears, and uncertainty of their students and potential community partners. From a management and implementation perspective, faculty need to know "how much is my investment on top of the things I am already doing?" This study was conducted at the height of the COVID-19 pandemic, when faculty were stretched. Universities need to find ways to lower the burden on faculty and find ways to engage faculty and lighten workloads.

We need to address consequence from the concern model. "Consequence" refers to how this approach will impact students. Will a new concept, such as service-learning, relate to the students in a positive way? The literature is clear that HIPs such as service-

learning benefit students in healthy ways, leading to retention and persistence (Kuh, 2008; Kuh et al., 2017). The scholars in this program reconfirmed many of these benefits in regard to impactful student learning and immersion with community and course content.

Collaboration was another component that allowed members of the cohort of scholars to find a group of like-minded individuals to learn from and collaborate with. They could lean on each other for social support when they didn't know who to go to for answers on how to implement service-learning into their course. The value of collaboration is supported by previous literature that recognizes an increased sense of belonging in the development of lasting relationships and the power of a cohort for collaboration (Berkey et al., 2018; Cummins et al., 2023).

Lastly, refocusing scholars' efforts was another way to implement an innovation with faculty. Future course improvement was the most frequent type of comment. Scholars consistently shared their ideas for the next implementation of service-learning in their respective courses. These stages are critical to getting innovations implemented.

For the purposes of this article, the stages unconcerned and personal did not emerge as categories relevant to these scholars. Scholars had already made the commitment to participate in the program, thus establishing an interest or concern. Furthermore, scholars had thought about how participation might impact their personal routine and elected to apply to the program. Collectively, they were all concerned about the information and invested in the progress of the service-learning initiative being implemented in their respective colleges and on our campus.

Limitations

Several limitations were noted. First, it is not clear whether saturation was reached, but there was consensus on how the service-learning faculty scholars viewed the program in terms of service-learning competencies gained, challenges shared, and positive experiences learned from the entire program. The goal of qualitative research is to provide thick and rich descriptions of participants' experiences within their contexts. Second, in this study it is also hard to know whether the scholars sought to give socially desirable answers to the leadership team. The

leadership led the focus groups and asked the questions of the scholars. However, the number of challenges presented indicated that the scholars felt comfortable expressing the issues and concerns they experienced with implementing service-learning in their courses; further, they acknowledged having the opportunity to ask for help from the program leadership and their cohort of scholars. Third, the sample of program participants included only female scholars. Thus, the results of this qualitative study might have been slightly different if the views of male scholars had been included. Finally, the results were gathered during the peak of COVID-19, so some scholars' struggles and challenges were overshadowed by COVID-19 in terms of collaboration with community partners. COVID-19 protocols, the mental health challenges of students, remote learning, and having students conduct their service-learning remotely was a challenge.

Future Research and Recommendations

In the future, individual interviews with scholars may provide more information on how the scholars felt independently from each other. These interviews would give each scholar the opportunity to reflect on their own experience without the influence of other scholars. In addition, a quantitative survey of how they might use service-learning in the future could also be added to a future study. More research is needed on enhancing the relationship between the faculty member and the community partner. The impact of COVID-19 on establishing and conducting service-learning during a pandemic needs to be explored in more detail. Other studies might include the students' perspectives to determine how service-learning has affected their college experience. What are faculty and students gaining from the experience? Existing literature supports that service-learning does increase retention among students (Kuh et al., 2017). Service-learning is an important HIP. It is too early to tell if it is having its intended effect here at our university. Using the NSSE, we can determine if service-learning is retaining students.

In conclusion, these findings suggest that providing support and resources for faculty for service-learning was beneficial. The support should be with others who are going through the process together (faculty-to-faculty). Faculty ideas and concerns were shared, and problems were

solved. Faculty want to know they are not alone. Universities can use this information to design programs that are not one-time workshops but are learning communities for faculty that create climates in the classrooms for students to venture out into the community to create lasting change. The program supports faculty development and supports student retention, which is a win-win for the university, faculty, students, and community: all benefit. The adoption of service-learning into the classroom by using a cohort model versus a traditional lecture method (i.e., workshop) allowed scholars observe how others were adopting service-learning in their classrooms, make changes, examine syllabi, problem solve, collaborate with community partners, and be creative. In the long run the C-BAM established a framework to help the service-learning scholars articulate their concerns in a systematic manner and at the same time develop a comprehensive approach to implement service-learning in their classrooms and in the university ecosystem. It is anticipated that service-learning will retain students and keep them engaged in the institution.

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