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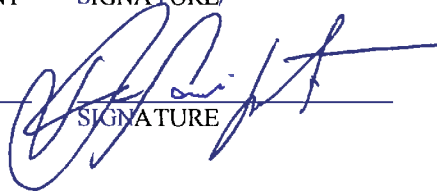
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Abstract

Business schools exhibit a remarkable ability to produce graduates who are exceptionally analytical; however, these students have been shown to lack sensitivity to the impact of actions taken in the workplace, in communities, and in society. Service-learning is a method that has been proven to instill stronger ethics in business students. Bentley University, a business school in Waltham, Massachusetts, models its Service-Learning and Civic Engagement Center after the "Students as Colleagues" framework championed by its founding Director, Dr. Edward Zlotkowski (2006). By employing this approach, Bentley positions its undergraduate students as leaders in social impact initiatives, thereby preparing these students to enter an increasingly competitive world with not only with a working knowledge of ethical behavior, but also a strong sense of civic responsibility. Utilizing the Social Change Leadership Development Model (HERI, 1996) as a parallel framework, this case study empirically investigates how certain aspects of these students' service-learning experiences affect their civic leadership development. Drawing inferences from trends in alumni feedback, it seeks to inform higher education service-learning practitioners about the experiences and factors that most significantly impact the desired outcomes they seek for business students. Armed with this information, these leaders can restructure service-learning programs to more intentionally focus on these experiences and factors, and they can better equip students to leverage their business education as they become agents of social change.

Table of Contents

Introduction

Service-learning has become a powerful model of engaged pedagogy in higher education. As a "high-impact" practice (Kuh, 2008), it has been shown to help students develop communication skills (Tucker & McCarthy, 1998), leadership skills (Friedman, 1996; Tucker, McCarthy, Hoxmeier, & Lenk, 1998), confidence (Dillon & Riper, 1993), and other "soft skills" (Zlotkowski, 1996). Moreover, above and beyond such social and cultural competencies, research suggests that service-learning has the potential to foster deeper "social change" and "social justice" orientations (Westheimer & Kahne, 2000; Rockquemore & Schaffer, 2000).

Such skills are valued across undergraduate majors, yet they appear particularly important and valued for business school programs. Business schools exhibit a remarkable ability to produce graduates who are exceptionally analytical; however, these students may lack sensitivity to the impact of actions taken in the workplace, in communities, and in society (Lane, Schaupp, & Parsons, 1988). It has been argued that "the role of universities and business schools should extend beyond educating for careers into educating for responsible citizenry" (Steiner & Watson, 2006, p. 432), and the research suggests that service-learning may be an important means by which business school students can gain civic skills and dispositions.

This mixed-methods multi-phase exploratory case study examines Bentley University's service-learning program through a survey distributed to 1,168 alumni and follow-up interviews with a purposive stratified sample of nine such alumni and three staff members. The research study uses the Social Change Leadership Development Model (HERI, 1996; Dugan & Komives, 2010) as a baseline for the survey and interviews in order to

examine which components of Bentley's model may, from the alumni's perspective, be most efficacious in promoting such skills and dispositions.

Bentley University's service-learning model offers a unique case study opportunity. Run by the university's Service-Learning and Civic Engagement Center (BSLCE), the model is grounded explicitly in over two decades of research (Korgen & White, 2014; Salimbene, Buono, Lafarge, & Nurick, 2005; Zlotkowski, 1996, 1998; Zlotkowski, Longo, & Williams, 2006; Zlotkowski, Horowitz, & Benson, 2011). Specifically, the BSLCE was founded by Dr. Edward Zlotkowski, who argued – through his "Students as Colleagues" framework (Zlotkowski et al., 2006) – that service-learning must offer in-depth and sustained student buy-in to their own learning. As Zlotkowski has argued, "…student leadership represents a multidimensional set of opportunities, all of which have the potential to turn students from 'fine china'…into a force for more substantive academic and civic engagement, into harbingers of a more participatory, inclusive democracy" (Zlotkowski et al., 2011, p. 49-50). Bentley's model is thus explicitly structured in an increasing pyramid of engagement, what Zlotkoski et al. (2011), term "an increasingly demanding intellectual responsibilities" (p. 49) that includes students as staff members, as reflection leaders, as faculty partners, and, ultimately, as engaged scholars. Put otherwise, Bentley's service-learning programs offer a real-world and decades-long case study of the direct operationalization of a theoretical framework aimed at helping undergraduate students become civically-engaged and socially-conscious business leaders.

The Social Change Leadership Development Model (SCM) offers a direct means by which to explore and gauge the efficacy of this theoretical framework and its implementation. The SCM is composed of seven categories: consciousness of self, congruence, commitment, common purpose, collaboration, controversy with civility, and citizenship (HERI, 1996;

Dugan, 2006). Dugan & Komives utilized the SCM as a framework through which they verified the impact of certain "college experiences on students' capacities to engage in socially responsible leadership" (2010, p. 538). Their findings support the research of Pascarella & Terenzini (2005), who identified faculty interaction and mentoring as critical experiences that influence educational outcomes. The Bentley model was created to promote such experiences, and the SCM provides a framework to examine the efficacy of experiences available to undergraduate students through the BSLCE.

This research capstone offers the first-ever empirical examination of one of the key student leadership development theories in the field, as articulated by Zlotkowski et al. (2006) and as implemented for over two decades by Bentley University's BSLCE. It investigates alumni's perspectives of their experiences through the BSLCE in order to determine which components of this model may be most transformative in preparing students to be responsible citizens. Such research, moreover, can help motivate and potentially restructure service-learning programs – in general, and particularly in business schools – to more intentionally focus on impactful experiences and factors such that students can leverage their education to become agents of social change.

Data collected through this study supports the efficacy of Zlotkowski's model and the BSLCE's operationalization of "Students as Colleagues" in a student leadership structure. Taken as a whole, survey respondents who were student leaders in the BSLCE (those who identified themselves as program managers, committee members, or student directors) scored higher on the questions relating to the SCM than other alumni who merely participated in service-learning projects. Interview data emphasizes the intimated notion that leadership experiences within the center propel students to achieve better outcomes with regard to their own civic development.

Literature Review

The concept of linking action with reflection in order to further curricular learning is not new; however, service-learning in higher education did not truly exist until 1966, when the Oak Ridge Institute for Nuclear Studies took on a community development project (D. Giles, personal communication, September 27, 2017). Slowly adopting the practice after President Nixon's "University Year for Action" in 1972 and the Wingspread Principles of Good Practice in 1989, colleges and universities have long sought to both prove and improve the efficacy of service-learning, which became widely adopted in the 1990s and early 2000s (D. Giles, personal communication, September 27, 2017). While student action and reflection are at the center of service-learning experiences, student voice has long been omitted from conversations that aim to improve the discipline. At the 2001 Wingspread conferences, students expressed feeling that they were being "treated as 'fine china' brought out to impress trustees and honored guests" (Zlotkowski, 2006, p. 6). A vast number of publications have been put forth by practitioners, describing how staff and faculty can develop service-learning programs and improve outcomes for students; however, Bentley University employs a seldom-used approach through which students are employed in a number of leadership positions, acting as engaged scholars, program leaders, reflection leaders, faculty partners, and legitimate staff members.

Civic Skills Are Business Skills

Countless studies have examined the efficacy of service-learning as a discipline and advocated for expanded opportunities for students to engage in service-oriented learning opportunities outside the classroom. In order to examine this topic in the context of Bentley University, however, one must consider the landscape in which the institution operates. As a

business university, Bentley prepares the majority of its undergraduate students for careers in accounting, finance, economics, marketing, computer information systems, and management careers. In this country, the business landscape is largely characterized by its competitive nature. In an environment in which global competition is rapidly supplanting domestic competition, organizations must recruit and retain employees who are capable of growing business by successfully leveraging core competencies and developing competitive advantages. One recent study, however, found that 51% of decision-makers credit the business community with no higher than a "C" grade when judging how well the community prepares students for their first jobs (Bentley University, 2014, p. 9). Given the funding crisis that institutions of higher education are facing (Thomason, 2016) and the threat of a degree's cost outweighing its returns (Oreopoulos & Petronijevic, 2013), colleges and universities must find ways to better prepare business students while also exercising fiscal responsibility. For many institutions, a solution may lie within service-learning, a discipline that Zlotkowski suggests supports the development of students' skills "without the addition of any new independent curricular unit" (1996, p. 9). Service-learning provides business students with real-world experiences that not only benefit their learning, but also improve outcomes for faculty members and future employers.

According to the PreparedU study undertaken by Bentley University, 66% of these leaders believe that "hard and soft skills are equally important for success in the workplace" (Bentley University, 2014, p. 11). Ninety-four percent of respondents also agreed that in order to better prepare students for success after graduation, "[c]ollege learning must incorporate and blend together academics and hands-on learning" (Bentley University, 2014, p. 16). It should come as no surprise that "evidence indicates that companies involved in community service look more favorably on interviewees who have participated in service-learning

projects" (Tucker, McCarthy, Hoxmeier, & Lenk, 1998, as cited in McCarthy & Tucker, 1997, p. 557). Many companies are involved with at least one community service effort. After all, as manufacturing CEO Howard Isenberg suggests in The *Wall Street Journal*, "[t]hree to five years of volunteer work can provide management experience most corporations couldn't provide over 20 years, if it came at all" (as cited in Zlotkowski, 1996, p. 12).

"The businessperson is, first and foremost a member of [the] community, a citizen," declares Fleckenstein (1997, p. 137). If it is true that "[b]usiness can thrive only in an atmosphere of trust created through adherence to accepted standards of ethical behavior" (Fleckenstein, 1997, p. 137), it follows that "the role of universities and business schools should extend beyond educating for careers into educating for responsible citizenry" (Steiner & Watson, 2006, p. 432). However, while ethics education has long been integrated into courses, the traditional method of its inclusion has resulted in a decline in students' moral reasoning (Solberg, Strong, & McGuire, 1995). Upon further examination, "there is a need for experiential learning methods which would supplement and enhance standard classroom based ethics instruction" (Fleckenstein, 1997, p. 138). This need is highlighted by Boss, who writes that "[i]t is difficult to engage in denial or minimise feelings of moral obligation if one is face to face with a homeless woman and her children, a rape victim or an elderly person who feels depressed and abandoned by the world" (1994, p. 192). Within business courses, service-learning could provide such an experience. Zlotkowski argues,

> Unless business students are given *in the course of their regular assignments* an opportunity to internalize not just arguments but also faces and places, personal stories, and encounters…it is unlikely that they will bring to the rarified air of corporate America an ethical impulse capable of asserting itself (1996, p. 11).

In a discussion of student preparedness, Zlotkowski also questions, "…how can learning to function effectively within a diverse workforce become for business students a formative part of their education unless they themselves have personally experienced a culture

in which diversity prevails?" (1996, p. 9). In work that addresses societal gaps and the justice

of existing systems, cultural diversity is nearly always present. When students, particularly

business students, who are prototypically white, middle-class, and male, are given the

opportunity to step out of their comfort zones and work in a diverse environment, they receive

"the single best chance they have to learn to appreciate – and value – cultural differences"

(Zlotkowski, 1996, p. 10). Through service-learning, these opportunities "can appeal to people

whose values are positioned across the entire political spectrum – from a progressive demand

for equal opportunity and social justice to a conservative concern with individual

responsibility and local control" (Zlotkowski, 1996, p. 10).

> Bringle and Hatcher define service-learning as
>
> a credit-bearing educational experience in which students participate in an organized
> service activity that meets identified community needs and reflect on the service
> activity in such a way as to gain further understanding of course content, a broader
> appreciation of the discipline, and an enhanced sense of civic responsibility (1996, p.
> 222).

It is important to note that there is a significant difference between this definition of service-

learning and community service. As Gujarathi and McQuade describe, "…the most important

step in achieving the intended benefits of service-learning assignments is ensuring that there is

a connection between the service assignments and the skills covered by the course" (2002, p.

146). Bringle and Hatcher position the student as being the primary beneficiary of the service-

learning experience, and this benefit may come in the form of skills that can be applied in

future service-learning experiences. When students engage in multiple service-learning

projects, community partner organizations may even benefit from a higher quality of service,

as McCarthy and Tucker imply (1999, p. 568). One could argue that although all stakeholders

should benefit from service-learning projects, student benefit is the linchpin of the entire

process.

Why Service-Learning?

Given the importance of improving outcomes for students, it is crucial to understand why service-learning opportunities will result in better learning outcomes for business students. Service-learning does not necessitate the creation of a new curriculum; however, it does involve an approach that is designed to further student development in a number of facets. These facets include, but are not limited to, the development of business-related skills, a better knowledge of course material, an appreciation of one's civic responsibility, and the acceptance of ethical business practices. According to Zlotkowski, service-learning "can strengthen, deepen, enhance pedagogical outcomes they have defined as desirable" (1996, p. 14). While these desired outcomes may vary based on the course material and the faculty member, this study examines outcomes specifically measured by the SCM. As faculty aim to "school students in business practices that provide them with a competitive advantage" (Tucker et al., 1998, p. 91), they should consider the advantages and outcomes produced by providing students with the opportunity to participate in service-learning projects.

Independent of this case study, research points to a number of specific competencies and skills that students develop through service-learning experiences. Business students who participate in service-learning can develop their communication skills (Tucker & McCarthy, 1998), leadership skills (Friedman, 1996; Tucker et al., 1998), and sense of social responsibility (Kolenko, Porter, Wheatley, & Colby, 1996). Students who may otherwise appear withdrawn have shown confidence as a result of their participation in service-learning (Dillon & Riper, 1993). Increases in presentation skills, human relations, and time management also happen as a result of students enhancing their classroom learning through service-learning projects. Additionally, through these projects, business students develop "soft" (non-technical) skills such as "[e]ffective teamwork, cross-functional flexibility,

interpersonal and communication skills (with people possessing many different levels of

technical sophistication), and multi-cultural sensitivity" (Zlotkowski, 1996, p. 9).

In a prime case of academic isomorphism, business education has long been defined

by "chalk-and-talk" learning environments (Govekar & Rishi, 2007). Service-learning

projects have the potential to not only provide students with opportunities to develop new

skills through experiential learning, but they can also help to "reinforce classroom learning

through an experiential activity" (McCarthy & Tucker, 1999, p. 556). After participating in a

service-learning experience in an economics course, a vast majority of students believed they

had a "better understanding of financial concepts," expressed that they "had enhanced

personal understanding of general economics," and said that "being able to…explain a

concept to somebody else enhances your own comprehension as well" (Govekar & Rishi, p.

5). These opportunities are directly intended to enhance the business education that students

receive. As Zlotkowski states, "there could be no question as to the program's academic

legitimacy since it was consciously founded to serve those interests" (1996, p. 14).

In a global economy, managers now must have the "ability to apply balanced

academic rigor in a practical setting…individual and teamwork skills…problem-solving

ability in a dynamic organizational setting...understanding of diversity, and…ability to

consider multiple points of view simultaneously" (Govekar & Rishi, 2007, p. 4). Concerns

regarding communication skills, work ethic, teamwork skills, and cultural awareness were

also expressed by those familiar with today's business landscape (Govekar & Rishi, 2007, p.

4). As detailed previously, all of these competencies can be addressed through service-

learning experiences, and these experiences do not require the creation of a completely new

curricular unit (Zlotkowski, 1996). Given the view that "[a]cademic learning plus experiential

learning equals complete learning" (Fleckenstein, 1997, p. 139), service-learning may serve as

an opportunity to prepare Bentley students for success in the workplace by contributing to a complete learning experience. Opportunities presented to students within the organizational leadership structure may only enhance this experience.

Student Leadership Development

Such opportunities align with the "Students as Colleagues" model that Zlotkowski details (1996). In this model, students are not merely actors in experiences crafted by faculty; rather, they are engaged scholars, faculty partners, reflection leaders, and staff members (Zlotkowski, 1996). Through these experiences, Zlotkowski argues, students create value and truly own their development process. Such a practice would not only have implications for the development of the students, but also for the community agency with which the student works. Development begets success, and as students become more successful, faculty and community partners benefit, as well. This model will be described in further detail in the "Theoretical Framework" section.

The SCM was created with college students in mind (Dugan, 2006). The core values – consciousness of self, congruence, commitment, common purpose, collaboration, controversy with civility, and citizenship – are designed to be measureable factors in social change leadership that relate to social responsibility and the promotion of the common good (HERI, 1996). These values tie to individual, group, and societal capacities. Additionally, the model provides a conceptual framework around with higher education administrators and service-learning practitioners can design student experiences. Created with the underlying assumptions "that leadership, as opposed to mere 'management,' necessarily involves change" and "that 'social' change implies service to the others" (Komives, 2016, p. x), the SCM serves as a basis for student engagement at a number of universities across the country. The core

values of the SCM align directly with the competencies sought by today's employers in the

modern business world, and the potential fusion of academic and civic outcomes position it as

a useful tool to evaluate the efficacy of service-learning programs and frameworks. Designed

to facilitate and measure student learning and community benefit, the model is a perfect fit to

examine the outcomes achieved by Bentley students through their service-learning

experiences.

Theoretical Framework

This case study relies on a dual framework. It examines the development of students'

civic leadership skills through work in the BSLCE, which operates based on the Students as

Colleagues model developed by Zlotkowski et al. (1996). In examining the effectiveness of

this model in producing desired outcomes, the study frames success in the context of the

SCM.

The Students as Colleagues model is predicated on the notion that "service-learning's

academic and social impact [would], in fact, not be achieved until the circle of service-

learning leadership [was] further extended to include students themselves" (Zlotkowski, 2006,

p. 2). It positions students as instrumental players in the value created through service-

learning experiences. According to the model's Pyramid of Engagement (Figure 1), students

may be afforded the opportunity to serve as staff, reflection leaders, participants in faculty-

student partnerships, and engaged scholars (Zlotkowski et al., 2011, p. 50).
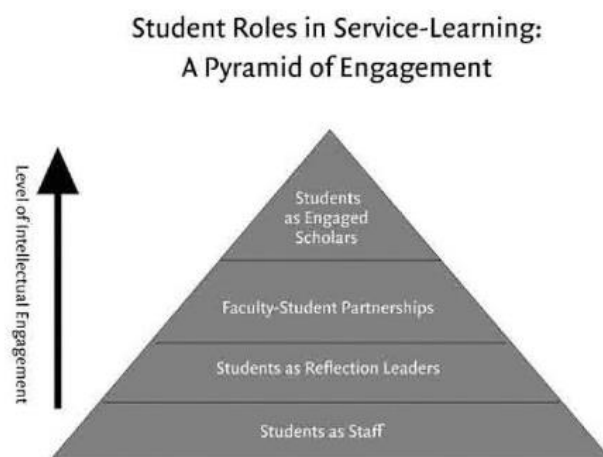
Figure 1

As referenced by Katelyn Horowitz and Sarah Benson, students in the BSLCE may

engage in service-learning activities at all four levels of the pyramid, and this may force them

to encounter programming and challenges that directly relate to the values in the SCM

(Zlotkowski et al., 2011, p. 52). The BSLCE's student leadership model features four main levels: credit student, program manager, committee member, and student director (Figure 2). Credit students receive course credit for their service-learning, whether it is presented as an embedded component of a three- or four-credit course, or as a fourth-credit option in a three-credit course. In the latter instance, the grade issued for service-learning work is separate from the grade earned for other coursework. Program managers oversee all aspects of the work done at community partner sites. This may include, but is not limited to, overseeing credit students, arranging transportation to and from sites, facilitating reflection and orientation sessions, serving as the main point of contact for faculty members, serving as the main point of contact for community partners, conducting research related to issues addressed through their program(s), presenting at conferences, serving as a mentor, being assigned a mentor, creating new programs, and creating and/or facilitating on-site activities. A limited number of successful and willing program managers are invited to join committees, which are designed to improve and execute the Center's internal operations. This may include, but is not limited to, designing trainings for program managers, meeting with faculty to develop new service-learning curricula, organizing for the Center's presence at Bentley's open houses and admitted students days, creating marketing materials, serving as experienced consultants for program managers, and leading campus-wide civic initiatives. Every year, two to four seniors are hired as student directors. These staff-level employees are charged with equipping committees, program managers, credit students, and staff for success, establishing an optimal culture within the Center, and according to Horowitz and Benson, "not only [making] important decisions on behalf of the Center as a whole, but also [working] to motivate their peers and remind them of the organization's core mission" (Zlotkowski et al., 2011, p. 52).
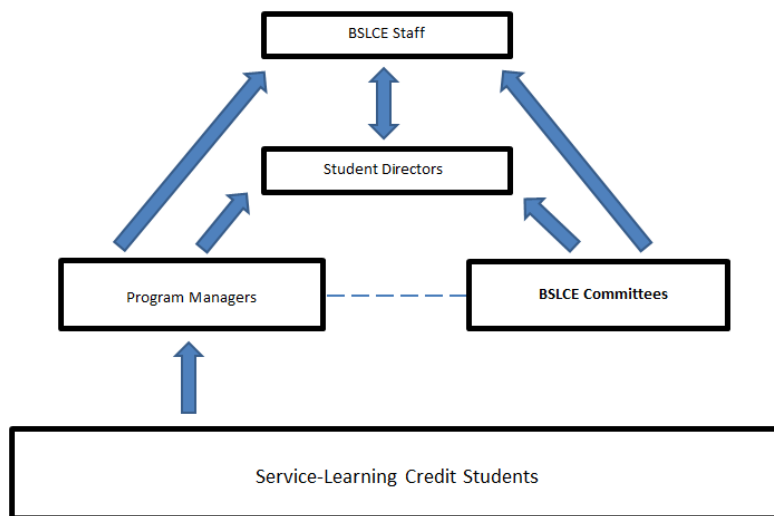
Figure 2

Created by HERI in 1996, the SCM was designed "to study leadership as an outcome

of the college experience" (Wagner, 1996, p. 1). Its core values are designed to be measurable

and applicable to leadership on an individual, group, and societal / community level. On the

individual level, the SCM examines Consciousness of Self, Congruence, and Commitment.

Consciousness of Self "means being aware of the beliefs, values, attitudes, and emotions that

motivate one to take action" (HERI, 1996, p. 22). Congruence "refers to thinking, feeling, and

behaving with consistency, genuineness, authenticity, and honesty toward others. Congruent

persons are those whose actions are consistent with their most deeply-held beliefs and

convictions. Clearly, personal congruence and consciousness of self are interdependent"

(HERI, 1996, p. 22). Commitment "is the psychic energy that motivates the individual to

serve and that drives the collective effort. Commitment implies passion, intensity, and

duration. It is directed toward both the group activity as well as its intended outcomes"

(HERI, 1996, p. 22).

The aforementioned individual values interact with, and influence, the group values of

Collaboration, Common Purpose, and Controversy with Civility. According to HERI,

Collaboration "is [working] with others in a common effort. It constitutes the cornerstone value of the group leadership effort because it empowers self and others through trust" (1996, p. 23). Common Purpose "means to work with shared aims and values. It facilitates the group's ability to engage in collective analysis of the issues at hand and the task to be undertaken" (HERI, 1996, p. 23). The last group value, Controversy with Civility, "recognizes two fundamental realities of any creative group effort: that differences in viewpoint are inevitable, and that such differences must be aired openly but with civility" (HERI, 1996, p. 23).

HERI defines Citizenship, the societal / community value, as "the process whereby the individual and the collaborative group become responsibly connected to the community and the society through the leadership development activity" (1996, p. 23). The Socially Responsible Leadership Scale (SRLS), developed by Dr. Tracy Tyree, was designed to measure the values of the SCM. The SRLS included an additional societal / community value, Change, which is described as "Believing in the importance of making a better world and a better society for oneself and others" (Tyree, 1998, p. 176). The 103-question tool requires participants to respond to prompts on a five-point Likert-type scale. Responses range from "strongly agree" to "strongly disagree" (Dugan, 2006, p. 337). The SRLS operationalizes the SCM in order to measure civic development outcomes. In doing so, it allows institutions to structure programming based on the SCM and undergo continuous improvements as they move forward.

Social Change Leadership Development Model		
Individual Values	Group Values	Societal / Community Values
Consciousness of Self	Collaboration	Citizenship
Congruence	Common Purpose	Change*
Commitment	Controversy with Civility	
		*added as an 8th value measured by the SRLS

Figure 3

Methods

This mixed-methods, multi-phase exploratory case study consisted of a survey, interviews, and a literature review. At the end of the survey, forty-six respondents identified themselves as willing to participate in a follow-up interview. From that group, a diverse group eleven alumni interview participants were selected based on their experiences, responses, and demographic information. Two of these individuals did not respond to multiple requests for an interview, so nine alumni interview participants joined three staff participants in the interview portion of the study. Both interview and survey data were analyzed with thematic analysis, and this analysis was triangulated with themes and findings from the literature review.

This study was conducted in multiple phases, as I believed it imperative to include both survey data and interview data. Distributing a survey is a great way "to obtain information describing characteristics of a large sample of individuals of interest relatively quickly" (Ponto, 2015). Given my limited timeframe and the number of Bentley alumni who have been involved with the Service-Learning and Civic Engagement Center, I believed that this method was appropriate. In addition, interviews "are particularly useful for getting the story behind a participant's experiences. The interviewer can pursue in-depth information around a topic. Interviews may be useful as follow-up to certain respondents to questionnaires, e.g., to further investigate their responses" (McNamara, 1999). Utilizing both a survey and interviews allowed me to reach a wide audience while also exploring the topic in depth. Triangulating survey and interview data with the literature, I was able to obtain a robust understanding of the service-learning experience at Bentley University, and particularly, how that experience assists in students' civic leadership development.

Research Design

The first portion of this study consisted of a Qualtrics survey. This survey was e-mailed to all Bentley alumni who participated in service-learning and between 2009 and 2017. This timeframe was chosen because it ensured that the survey respondents would have been exposed to roughly the same student leadership structure, which included credit students, program managers, committee members, and student directors. In total, 1,168 alumni received one e-mail invitation from Jonathan White, Director of the BSLCE, to participate in the survey. (Bentley University staff provided me with 2,780 names and e-mail addresses; however, nearly 58% of the e-mail addresses were invalid.) Of these, 182 people (15.58%) took the survey in the seventeen-day timeframe in which it was open.

The first part of the survey asked respondents to answer demographic questions and straightforward, multiple-choice questions relating to their service-learning experiences. The second portion of the survey included twenty-four questions from the SRLS. The full SRLS instrument (Tyree, 1998) featured 104 questions relating to the eight values. For this survey, I selected three of the questions for each value from this pre-existing instrument. The full instrument would undoubtedly produce better results if completed with the full attention of survey respondents; however, I believed that too many questions (especially questions of this nature) would result in fatigue and fewer completed responses. The final portion of the survey asked respondents to contribute free response answers relating to their experiences as a service-learning participant. At the end of the survey, respondents were invited to self-identify as willing to participate in a follow-up interview by leaving their e-mail address. Forty-six respondents expressed willingness to participate in the interview portion of the study. For a full list of survey questions and demographic information, see appendix A and the "Findings" section.

Survey data was analyzed by using inferential statistics. T tests highlighted statistically significant and statistically insignificant differences between responses to SCM questions among students in two groups: credit students, and those who would more likely fall on the "Students as Colleagues" pyramid (program managers, committee members, and student directors). Demographic data and data relating to individual students' experiences was analyzed using descriptive statistics.

Interviews comprised the second phase of the case study. In total, nine alumni were interviewed. These alumni were selected through a purposive sampling process. Consideration was given to the year an alumnus graduated, the highest level on the student leadership model achieved by the alumnus, the alumnus' responses to the final questions of the survey, the race of the alumnus, the gender of the alumnus, and the experiences of the alumnus as a service-learning participant. Two alumni did not respond to my multiple e-mailed interview requests. In order to fully understand the outcomes, competencies, and skills (whether desired or achieved) promoted by the BSLCE, I invited four of the Center's directors and an additional staff member to interview. Two directors and the staff member were interviewed, and two of the directors of the BSLCE did not schedule an interview. The interviews featured emergent design, and specific questions were asked of certain interview participants given their experiences and answers to the free response survey questions. For a list of basic sample questions that served as the starting point for interviews, see appendices B and C.

Special attention was paid to the relationship between alumni respondents' BSLCE student leadership experience and responses to the SCM questions. By coding responses to the SCM questions (which were on a five-point Likert scale) and summing them, I was able to conduct statistical analysis and look for differences based on student experiences. Additionally, responses to these questions were coded according to each of the eight values,

and these scores were also categorized by students' experiences in the BSLCE leadership model. T tests provide a high-level understanding of competency in each of the SCM's eight core value areas.

Interview responses were recorded and transcribed. After each interview had been transcribed, it was coded by theme. Many of the students and staff interviewed made comments that related to specific core values of the SCM or the structure of the BSLCE's student leadership model. Additionally, certain skills, competencies, and beliefs were shared by multiple people who participated in the interviews. Such trends were noted and, if appropriate, referenced in follow-up questions. Many of these trends aligned with trends (both implied and explicitly stated) in the literature.

This case study was approved by the institutional review board at Merrimack College. All study participants – whether survey respondents or interview subjects, alumni or staff – signed an informed consent form at each stage of their participation. These forms (appendices D, E, and F) outlined potential risks, benefits, procedures, and confidentiality measures associated with the study.

Anonymity and Confidentiality

Survey responses were anonymous, and when creating the data file, I kept only the data provided by survey respondents. (Qualtrics provided other information, such as the time the survey was taken. These columns were permanently deleted from the file.) All quotes were approved by participants prior to their inclusion in this work. Additionally, each interview participant was presented with the option to use a pseudonym rather than his or her real name; however, none of the participants exercised this option. Every person quoted in this work opted to connect his or her real name to quoted perspectives, beliefs, and experiences.

Limitations

While this study was approved by the institutional review board and reviewed by an

advisor, it still contains multiple limitations. First, the results are subject to self-reporting bias.

Alumni and staff responded to survey and interview questions in the ways that they perceived

reality, which cannot always be relied upon as universal truths. Additionally, as a member of

the group surveyed, I (Brian Shea) was subject to an insider/outsider bias. One final limitation

relates to the gender of survey respondents. First, only 15.58% of those who received the e-

mail took the survey. Additionally, Bentley University is comprised of approximately 60%

male students ("How Diverse is Bentley University?"); however, 70.6% of survey

respondents identified as female. There is no available, reliable data on the gender identity of

students who participate in service-learning while at Bentley, but the discrepancy in these

figures is worth noting.

Working to ensure that my positionality did not affect survey responses, I ran a pilot

test. In this, asked both Bentley University alumni (who were part of the survey group) and

people outside the survey group to preview the instrument. I concluded my interviews after I

believed that I had reached both code saturation and a point at which topics had been

discussed in a rich and thorough manner. According to Hennink, Kaiser, and Marconi, "code

saturation…provides an outline of the main domains of inquiry, but further data are needed to

provide depth, richness, and complexities in data that hold important meaning for

understanding phenomena of interest" (2016, p. 15). Additionally, when facilitating

interviews, I strove to ask all questions in a neutral tone. While the insider/outsider bias

created a barrier in my research, it also was a strength of my study. As a graduate of Bentley

University who participated in service-learning between 2009 and 2017, I had direct

knowledge of the experiences about which students spoke. This allowed me to ask better

questions in interviews and make more meaningful connections between students'

experiences, the Students as Colleagues model, and the SCM.

Findings

This section will discuss findings from the study. Prior to analyzing the findings, I believe it is important to examine the demographic data from the initial survey. Below, find data on the respondents' year of graduation, gender identity, racial identity, and political ideology.

Row Labels	Count of When did you graduate?
2009	13
2010	16
2011	19
2012	27
2013	25
2014	28
2015	14
2016	21
2017	19
Grand Total	182

Figure 4

Row Labels	Count of To which gender identity do you most identify?
Female	125
Male	57
Grand Total	182

Figure 5

Row Labels	Count of How would you describe your race/ethnicity? (Check all that apply.)
American Indian or Alaska Native,White	1
Asian	12
Asian,White	2
Black or African American	4
Black or African American,Hispanic	2
Hispanic	13
Hispanic,White	3
Other	2
Prefer Not to Answer	1
White	141
White,Other	1
Grand Total	182

Figure 6

Row Labels	Count of How would you best describe your political ideology?
Moderate	57
Moderately Conservative	36
Moderately Liberal	70
Very Conservative	4
Very Liberal	15
Grand Total	182

Figure 7

Survey data statistics were analyzed based on the following figures:

T-Test

Group Statistics

	Level	N	Mean	Std. Deviation	Std. Error Mean
Total	1	88	3.1098	.28910	.03082
	2	61	3.2630	.22094	.02829
change	1	90	2.8148	.52672	.05552
	2	61	3.0109	.49053	.06281
citizenship	1	90	3.2222	.59963	.06321
	2	61	3.4754	.46131	.05907
collaboration	1	91	3.2198	.44227	.04636
	2	61	3.2568	.44469	.05694
commitment	1	91	3.6447	.36108	.03785
	2	61	3.7486	.28967	.03709
common_purpose	1	90	3.2778	.49781	.05247
	2	61	3.3388	.44510	.05699
congruence	1	91	3.4872	.43690	.04580
	2	61	3.6776	.37499	.04801
consciousness_of_self	1	91	2.6300	.46468	.04871
	2	61	2.7705	.41518	.05316
controversy_with_civility	1	91	2.5568	.59016	.06187
	2	61	2.8251	.50774	.06501

Figure 8

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Total	Equal variances assumed	4.830	.030	-3.489	147	.001	-.15313	.04389	-.23986	-.06640
	Equal variances not assumed			-3.660	145.546	.000	-.15313	.04183	-.23581	-.07045
change	Equal variances assumed	.983	.323	-2.308	149	.022	-.19611	.08499	-.36405	-.02818
	Equal variances not assumed			-2.339	134.885	.021	-.19611	.08383	-.36190	-.03033
citizenship	Equal variances assumed	3.624	.059	-2.785	149	.006	-.25319	.09091	-.43282	-.07355
	Equal variances not assumed			-2.927	146.544	.004	-.25319	.08651	-.42415	-.08222
collaboration	Equal variances assumed	.159	.691	-.505	150	.614	-.03705	.07335	-.18198	.10787
	Equal variances not assumed			-.505	128.331	.615	-.03705	.07343	-.18233	.10823
commitment	Equal variances assumed	2.064	.153	-1.879	150	.062	-.10395	.05533	-.21327	.00538
	Equal variances not assumed			-1.961	145.121	.052	-.10395	.05299	-.20868	.00079
common_purpose	Equal variances assumed	1.819	.180	-.771	149	.442	-.06102	.07916	-.21743	.09539
	Equal variances not assumed			-.788	137.995	.432	-.06102	.07747	-.21420	.09216
congruence	Equal variances assumed	3.628	.059	-2.785	150	.006	-.19042	.06838	-.32554	-.05530
	Equal variances not assumed			-2.870	141.026	.005	-.19042	.06635	-.32159	-.05924
consciousness_of_self	Equal variances assumed	.310	.579	-1.905	150	.059	-.14046	.07373	-.28613	.00522
	Equal variances not assumed			-1.948	138.137	.053	-.14046	.07210	-.28302	.00211
controversy_with_civility	Equal variances assumed	.186	.667	-2.903	150	.004	-.26836	.09244	-.45102	-.08570
	Equal variances not assumed			-2.990	140.863	.003	-.26836	.08974	-.44577	-.09095

Figure 9

"The BSLCE provides students with a life-changing experience, a personal and professional growth, and, for many, a newfound appreciation of the world, and the people that live in it, that no other program or office on campus provides," says Jake Mekin '17. "It's an incredible Center that has magically found the blend between providing students with opportunities to explore and find their passions, and strategically ensuring they are able to constantly milk the professional benefits that come with undergoing such exploration" (J. Mekin, personal communication, February 20, 2018). A former student director, committee member, program manager, and credit student, Jake knows more about the current state of the BSLCE than almost anyone. He created and led civic initiatives on campus, founded a new service-learning program, served as a mentor, and led student trainings. When asked about his experience with the Center, Jake said, "I am fortunate, and forever grateful, that the BSLCE

gave me the resources and time that I needed to explore my passions, and find them, and still

continue to explore them" (J. Mekin, personal communication, February 20, 2018). He credits

much of his personal and professional growth to his involvement with the BSLCE. After

completing graduate school in May 2018, he will work in the advisory practice at a large

accounting firm and "keep alive [his] passion, [his] interest in getting involved with programs

like [he] got to do in service-learning…programs that can make meaningful change and

impact people's lives" (J. Mekin, personal communication, March 27, 2018). Jake came to

Bentley as a student who wanted to do good. He left the university as a student who had

developed the skills, competencies, perspective, and knowledge to be a force for change, both

in his career and in his community. As I read about the BSLCE, analyzed survey responses,

and conducted interviews, I did not find another Jake Mekin. Instead, I found countless

students willing to share their stories about how their lives, perspectives, and/or careers have

been altered by their service-learning experiences at Bentley University.

When making the previous claim, I believe it is important to note that ten of the 182

survey respondents stated that they did not believe their service-learning experience impacted

them (for a list of survey questions, see appendix A). One alumnus in this group believes that

this was simply because (s)he did not participate in service-learning for more than one

semester, lending credence to the implications of McCarthy and Tucker (1999, p. 568).

Interestingly, when asked to "tell me about their experience with the BSLCE," nearly every

student began by describing their positionality in the student leadership structure. (For a list of

sample interview questions, see appendix B.) Unaware of my application of the SCM (or, in

many cases, the mere existence of the SCM), interview participants specifically referenced

skills and values that directly align with the core values of the leadership development model.

For each value, the mean score for Group 2 was higher than that for Group 1. The following

sub-sections contain findings from this research that relate to each of these core values and to additional themes that emerged in this study.

Consciousness of Self

Brandi Segala '15 spent three years as a program manager for the Spanish at Brookhaven program, though which she and a group of credit students taught residents at an assisted living community to speak a new language. In this role, Brandi fully believed that her role required her to help her peers "know what they stand for and stand up for things they believe in, even if others disagree" (B. Segala, personal communication, February 17, 2018). "When you're learning about civic leadership and learning what's going on around you, I think you have to really, truly understand what you believe; otherwise, you can't make things better around you," expressed Segala, who now works as a risk and financial advisory consultant (B. Segala, personal communication, March 30, 2018). Gregg Grenier '12 echoed this notion, stressing the importance of identifying "how we actually understand what actions we take as individuals and collective units" (G. Grenier, personal communication, March 22, 2018). Grenier also emphasized the critical nature of "having the confidence…to be able to ask questions – whether or not we have the answers, whether or not we actually take action – but…being able to really question the underpinnings of decisions being made" (G. Grenier, personal communication, March 22, 2018).

While Segala and Grenier alluded to skills and beliefs associated with Consciousness of Self, the value was glossed over by most interview participants and left unmentioned by nearly every survey respondent. It is possible that awareness "of the beliefs, values, attitudes, and emotions that motivate one to take action" (HERI, 1996, p. 22) was taken as an understood, underlying value required of those who engage in service-learning (especially

service-learning leadership); however, I am inclined to believe that this consideration, which

is inherently tied to "being," is perceived as more trivial than other values, which are more

tied to "doing." This action-oriented approach would not be atypical given the culture of the

business university, where thoughtful reflection may be passed over in favor of task

completion. Shawn Hauserman, the Associate Director of Academic Programs in the BSLCE,

is working to turn this tide. "In my own teaching and working with the students…I'm

continually encouraging them to sort of take stock of where they're at," says Hauserman. "I

try to provide spaces for students, in a comfortable fashion, that gets them a little outside their

comfort zone, but not so far out that they shut down." (S. Hauserman, personal

communication, April 3, 2018). According to Hauserman, "we tend to overlook if we stick

with our most comfortable perspectives or ways of seeing and going about the world" (S.

Hauserman, personal communication, April 3, 2018).

On a large scale, these efforts may prove difficult. Survey responses provide a glimpse

into the aptitude displayed by students within the Consciousness of Self value. Comparing

results of credit students (hereafter, "Group 1") with the results of program managers,

committee members, and student directors (hereafter, "Group 2"), we see a slightly higher

mean score for the Consciousness of Self questions for Group 2. The mean score for Group 1

is 2.6300, and the Group 2 mean score is 2.7705. At a significance level of .059, this result is

not significantly significant; however, the difference in mean score is worth noting. When

speaking about Consciousness of Self, both Segala and Grenier hearkened back to their

experiences as program managers. It is possible that this role presents students with the

challenge and the opportunity to think critically about ways to motivate themselves and

others, and this is the key factor in development relating to this SCM core value for students

in the BSLCE.

Congruence

When asked what the future holds for her, Giana Manganaro '15 said, "Definitely a continued focus on civic leadership and being involved in my community. I've been in the nonprofit world since I graduated Bentley…it's definitely part of my life, not just a part of my college scene" (G. Manganaro, personal communication, April 2, 2018). Giana is a prime example of a student who aligns her actions with her beliefs, and among participants in this study, she is certainly not alone. Jake Mekin, who will soon work for a global accounting firm, wants to "find the opportunities and the areas to actually impact or make real, meaningful change right now" (J. Mekin, personal communication, March 27, 2018). Brandi Segala has served as a leader of company-wide service days since she graduated, and she hopes to "get even more involved in the overall of what [her employer] does as a greater whole" (B. Segala, personal communication, March 30, 2018). Gregg Grenier has "devoted [his] career to service-learning, having co-founded a Center for Community Engagement at a local college and taught service-learning courses [himself]" (G. Grenier, personal communication, February 8, 2018). Shaun Robinson '11, an eight-time service-learning credit student, has "had the privilege of working with some very intelligent people who, for lack of a better word, have kind of completely broken down [his] privilege" (S. Robinson, personal communication, March 22, 2018). Robinson, who attributes his civic development to his upbringing and career journey more than his service-learning experience, created and operates an NGO in Kolkata, India.

Analyzing interview and survey data, I found that alignment of actions with values is not unusual for students who have come through the BSLCE; in fact, it appears to be the norm. Both Group 1 and Group 2 recorded their second-highest mean values for this core value, and the difference of approximately .19 is significant at the level of .006. This indicates that

students who higher levels of involvement with the BSLCE exhibited higher levels of "thinking, feeling, and behaving with consistency, genuineness, authenticity, and honesty toward others" (HERI, 1996, p. 22). As Manganaro states, "being passionate and wanting to do something…obviously keeps you going" (G. Manganaro, personal communication, April 2, 2018).

Commitment

> One time I was out for an end-of-semester dinner at The Chateau when a table full of kids from the Salvation Army recognized some of us and ran over to say hello. I hadn't worked with them in at least a year, and yet they remembered exactly who we were.

An anonymous credit student left this comment in the survey when asked to describe the most memorable service-learning experience. This student may have been surprised to have been recognized, but if they considered who the Salvation Army program manager was, it would make perfect sense. Felix Garcia '13 spent three years leading the after-school program, which primarily served youth who spoke Spanish as a first language. Fully committed to the success of the children, Garcia wished there was a way to get credit students more involved. "I'm thinking maybe, even before the program starts…I know it's a lot…but maybe even like once a week…it doesn't even need to part of the service, you know? Go down, and hang with the kids at Salvation Army," mused Garcia, brainstorming ways that the service-learning experience could have been made better (F. Garcia, personal communication, April 2, 2018). He continued, "maybe, somehow, you know, meet with the program on a day that's not scheduled for service-learning…just to really develop more of a bond and appreciation" (F. Garcia, personal communication, April 2, 2018). As a program manager, he expected all of the credit students in his program to be fully committed to their work, and, in

turn, he helped them to establish a strong enough bond to facilitate a reunion at The Chateau after more than a year had passed.

Many program managers expected excellence and dedication from their credit students, so it is not surprising that the mean score for Commitment is the highest among all of the core values of the SCM. At a significance level of .062, the difference of .1039 is not statistically significant. As a program manager for three different programs, Giana Manganaro fully appreciates the degree to which one's commitment can ignite change. "If you are excited about your own program and take it seriously, for the most part, I think [the credit students] will take it seriously," she postulates (G. Manganaro, personal communication, April 2, 2018). Connecting the themes of Commitment and Congruence, Manganaro states that "passion and commitment go hand-in-hand" (G. Manganaro, personal communication, April 2, 2018). This infectious leadership would not be possible without the Students as Colleagues model upon which the Center's student leadership structure is built. The students are not only managing programs – they are responsible for outcomes. As such, modeling commitment becomes the means of growing commitment, and program managers like Garcia and Manganaro breathe passion into their work so that others may be infected by their singular tenacity for impactful change.

Common Purpose

"Being involved with other program managers and hearing about what else was going on…you have to see how you fit into the greater picture of service-learning has a whole" (B. Segala, personal communication, March 30, 2018). This is how Brandi Segala described the program manager community in the BSLCE. Like her approximately 120 counterparts, Brandi was an impact-driven individual who cared deeply about the issue her program addressed.

Credit students, however, may not be so intrinsically motivated. These students are receiving

course credit, whether as a portion of their course grade or as an extra credit that, if combined

with two other credits, would count toward a liberal arts course requirement. As previously

alluded to, passion may be transferred from program manager to credit student; however,

enthusiasm for the program may not necessarily make a student passionate about a cause. As

Shaun Robinson recounts, "there's no emphasis on…the context, or the structures, or why

we're actually doing what we're doing. It's more of, 'hey, go in'" (S. Robinson, personal

communication, March 22, 2018). Acknowledging that this experience varied by program,

and that the experience may have changed in the seven years since he graduated, Robinson

asserts, "There's more value in kind of stripping [the work] back a layer and really assessing,

'why are we doing this? Why are certain people always marginalized?" (S. Robinson,

personal communication, March 22, 2018). Reflection has always been a part of service-

learning, but Robinson's experiences make one wonder if more training could be provided for

students conducting these reflections in order to facilitate learning, both for program managers

and for credit students.

Survey data relating to the Common Purpose value was relatively inconclusive. The

difference in the mean scores of Group 1 and Group 2 was only marginally dissimilar, and the

findings were not statistically significant. While efforts may be underway to improve, the

Common Purpose value does not appear to be promoted incredibly successfully at Bentley.

This may be due to the nature of the students at a business university; however, it may also

stand to reason that this focus is especially important because of the perception that greed and

selfishness are woven into the fabric of the business world.

Collaboration

"Collaboration was a big focus – not only in…being organized as a team, but being able to…collaborate and change things up on the go" (J. Purdy, personal communication, April 2, 2018). James Purdy '17, a former credit student, program manager, committee member, and student director, views collaboration as one of the most critical skills the Bentley students develop through service-learning experiences. A senior coordinator of corporate engagement at an international nonprofit, Purdy states, "something I've learned in my very short professional career is that being able to have strong connections with your coworkrers allows you to change something on the fly when things don't go as planned" (J. Purdy, personal communication, April 2, 2018). Bentley students are no strangers to collaboration – in fact, group projects are required in most (if not all) courses offered at the university.

Meghan Ryan '14, a former credit student who currently works in market analysis at an institution of higher education, remembers her service-learning experience from the first time she had ever taken a market research course. "I contributed something as a part of the team, and no one else had that market research background, or research background in general. It was great to actually do real research and say, 'I learned this in my class'" (M. Ryan, personal communication, March 24, 2018). Ryan took part in an embedded course that conducted research about environmental and energy policy and presented their findings on Capitol Hill. Recalling a memorable experience overcoming personality differences on the marketing committee, Giana Manganaro also saw the value in collaboration, stating

> I was like, "this is not gonna happen." You know, a year and some change later, it was one of the most productive committees that worked together really well. For me, it helped me realize that obviously you're not going to click with everyone right away, but you learn along the way that you can click with them – there's always going to be a way that you can connect. You just have to learn what, you know, what each other's styles are, what is important to each other, and communicate in different ways (G. Manganaro, personal communication, April 2, 2018).

Franklyn Salimbene, the longest-serving director in the history of the Center, echoed

Manganaro's thoughts on committees' collaboration. "I think the students being able to work

together…was really critical. The committee system…gives students the authority to work

together and…be adults in the program" (F. Salimbene, personal communication, March 27,

2018). Jonathan White, the current director of the BSLCE, agrees, saying, "You need to be

able to work in teams…the practical application of that in the real world, which is what a

center like ours allows, is how you can best hone that skill" (J. White, personal

communication, March 28, 2018).

Collaboration is so engrained in the university's culture and so increasingly critical at

advanced stages of the BSLCE student leadership structure, so it is surprising to see that the

survey data does not show Bentley students embracing the value. The total mean score for

collaboration is similar to the total mean score. While Group 2's mean score is higher than

that of Group 1, no statistically significant difference between Group 1's score and Group 2's

score are present. It is entirely possible that students leave Bentley feeling jaded by group

projects, but look back on their collaborative service-learning projects fondly. This is one

possible explanation for the survey data deviating from the interview data.

Controversy with Civility

In his four years with the BSLCE, Jason Benedict '17 gained experience as a credit

student, program manager, committee member, and student director. "You're kind of naturally

forced to develop communication skills," including skills that help one to navigate

conversations around "potentially difficult topics" (J. Benedict, personal communication,

April 3, 2018). Gregg Grenier, who also worked at all four levels of the student leadership

structure, agrees with Benedict's assessment, proclaiming,

> Instead of just talking in circles, we need to be able to…come into situations where we're able to have deliberative dialogues, be able to respect one another, even through difference. That's not saying everyone has to agree, because that's not going to happen and that's unrealistic, but we need to be able to come into conversations where we understand another person's perspective without judgment and be able to debate the topic and not the person (G. Grenier, personal communication, March 22, 2018).

Shawn Hauserman furthers this point, saying, "trying to counter [someone else's] perspective

in a way that's respectful" is one of the challenges experienced by students and staff alike (S.

Hauserman, personal communication, April 3, 2018).

Benedict and Grenier's experiences may have positioned them to appreciate this core

value of the SCM. According to survey data, service-learning leaders are more adept at

approaching controversy with civility. The mean score for Group 2 is .2683 higher than the

mean score for Group 1, and this result is significant at the .004 level. "People can be barriers,

but we also are barriers, and those barriers are generally associated with a way of seeing how

the world should operate, and it not operating based on that sort of set perception," argues

Hauserman (S. Hauserman, personal communication, April 3, 2018). "I feel that's a great

opportunity for growth and perspective analysis" (S. Hauserman, personal communication,

April 3, 2018). Other students may benefit from this opportunity, as the mean score for

Controversy with Civility is significantly lower than the total mean score.

Citizenship

> "As a student director, I [was] able to create opportunities where students could develop their own skill sets…to give 18-, 19-, 20-, 21-year-old students the opportunity…to put themselves ahead as citizens, raising the standards of what it means to be a Bentley citizen as well as what it just means to have overall strong citizenship" (J. Purdy, personal communication, April 2, 2018).

This is how James Purdy excitedly described his role as a student director of the BSLCE. Purdy, like many student directors, was wholly invested in the development of his committee members, program managers, and credit students. "We want to align the social side of their learning with business…so that when they go into these fields, they're more apt to create some type of positive impact," he continued (J. Purdy, personal communication, April 2, 2018). "They're more apt to think socially-minded. Their business decisions and personal decisions...creating that sense that they're not separate, but they work very much together, especially in our society today" (J. Purdy, personal communication, April 2, 2018).

Indeed, the BSLCE seems to position students as active change agents. According to Jonathan White, this is by design. "We're looking to move toward social entrepreneurship because we see it living at the intersectionality between business and civic," says White. "We're looking to move toward social justice because we're interested in seeing how business and social justice can interact, and we think this is essential" (J. White, personal communication, March 28, 2018). He goes on to visualize success in other ways, "to see if we can, frankly, take a campus where the students are relatively apolitical, and get them involved in their democracy. From liberal to conservative…essentially just get them involved in their citizenship responsibilities" (J. White, personal communication, March 28, 2018). White's colleague, Shawn Hauserman, makes an effort to "[encourage] students to think critically about their sense of self as citizen and what their responsibilities are to themselves, their communities, and to their world" (S. Hauserman, personal communication, April 3, 2018). Noting that students sometimes find it difficult to break from the volunteer mindset in favor of a reciprocity-based approach, Hauserman explains "students tend to struggle more…making those connections between…their citizenship in society and the roles that their decisions make on shaping society" (S. Hauserman, personal communication, April 3, 2018).

Seven years after Shaun Robinson's graduation, it appears that his desire for "emphasis on…the context or the structures or why we're actually doing what we're doing" (S. Robinson, personal communication, March 22, 2018) is shared by the staff in the BSLCE. This desire, however, may not have gone unsatisfied since 2011. Gregg Grenier, who graduated the year after Robinson, spoke about his experience helping students to "immerse themselves in the lives of the people that…they're serving, and be able to understand at a deeper level why the needs that they're addressing actually exist" (G. Grenier, personal communication, March 22, 2018). Additionally, when speaking about her experience with her market research class, Meghan Ryan shared, "I think that a lot of institutions' work is very much theory-based, and students come out with this idea that they can change the world, but then don't actually have any idea of how to implement that. I knew" (M. Ryan, personal communication, March 24, 2018).

Survey data supports the notion that service-learning experiences help Bentley students to develop competencies relating to the core value of Citizenship. Mean values increase by .2532 as students take on leadership roles, and this is significant at the .006 level. Mean values for Citizenship questions were higher than the total mean values for both Group 1 and Group 2.

Change

"We need to have a passion for change, not a desire to help," James Purdy told me (J. Purdy, personal communication, April 2, 2018). As a student director, Purdy strove to empower program managers to combat the white savior complex by immersing themselves in issues. He continued, "When you have a passion to create change, you're not thinking about one individual you want to help. You're thinking about these issues that affect that individual,

and how you can impact the issues, which will ultimately affect the individual" (J. Purdy, personal communication, April 2, 2018). A student director at the same time as Purdy, Jake Mekin remarked, "I would say it's an honor…to say that I had a role…in changing the way that people approach certain topics, or programs, or issues, in the way that they're handled by the Center and the campus as a whole" (J. Mekin, personal communication, March 27, 2018). Leaders of change at the departmental and institutional level, these two students truly acted as colleagues when embracing the final core value of the SCM: Change.

Leading from behind, Jonathan White fully embraces the challenge of managing student change agents. "We have restraints. … I think on the one hand, we're helping them to dream bigger than they might, challenge harder than they might. On the other hand…we're also leading from behind to help them get wins," says the director (J. White, personal communication, March 28, 2018). Shawn Hauserman argues that well-structured service-learning experiences may encourage students to accept that challenge on their own. In such projects, "ownership…takes on a different life…it takes on a different significance that, you're not satisfied with the end result because often times, even if it's the best project ever, there's continued work to be done" (S. Hauserman, personal communication, April 3, 2017).

This student director and staff enthusiasm around the value of Change undoubtedly creates great energy within the Center; however, given the high volume of credit students and program managers who engage with the BSLCE's programs every semester, it is unrealistic to think that this spark could light the candles of every student as they set the world on fire with impactful change. In reality, there are differing levels of comfort with change of any kind. Perhaps this is why mean scores for this set of questions were somewhat lower than the total mean scores. While these scores were lower, it is important to note that the difference of .1961 between the mean score of Group 1 and the mean score of Group 2 is significant at the .022

level. Change is a value that is vital to societal growth; however, it can be perceived as the

antithesis of a desired condition for many Bentley students: stability. Shaun Robinson (who

later left his corporate job and founded an NGO in Kolkata, India) shared that "Just for more

stability and practical reasons, I went to Bentley to get a major in finance and accounting,

because I just thought that was the pipeline that I should be following" (S. Robinson, personal

communication, March 22, 2018). Throwing caution to the wind may not be second nature for

Bentley students, so when presenting change as a cultural norm, it may be wise to heed Jason

Benedict's general communication advice and "share it as a very basic topic in a clear and

easy to understand way" (J. Benedict, personal communication, April 3, 2018).

Discussion

After examining the Students as Colleagues model employed by the BSLCE in the

context of the SCM, it is clear that there are certain areas in which the Center is successful in

developing civic leaders, but there are certain aspects of this development that could be

improved. This section contains a discussion of these aspects and recommendations for

enhancement of the BSLCE's processes and offerings.

Leadership opportunity.

"I can't believe I'm in charge of so many people who are older than me…and I have to

give a presentation to an actual company?" (G. Manganaro, personal communication, April 2,

2018). According to Giana Manganaro, these were her thoughts when she became a program

manager for the One Goal, One Community: Moving beyond Bullying and Empowering for

Life program. Through this program, she would lead a team that designed an anti-bullying

presentation and created protocol for staff at a local homeless shelter. Such an opportunity

provided Manganaro with the chance to develop her communication skills, which many interview participants and survey respondents pointed to as by-products of service-learning experiences.

Communication skills are not the only civic skills that service-learning students (especially service-learning leaders) hone. Confidence, organization, knowledge of systems, capacity to think critically, facilitation skills, problem-solving skills, and other competencies were also cited by participants in this study. "There really isn't another job on campus that can take a student in as a freshman and develop them all the way through their entire college career," says Jason Benedict about his role as a program manager(J. Benedict, personal communication, April 3, 2018). He goes on to describe the nature of this development, sharing, "the model of the Center is to…not forcefully develop students, but to naturally place students in positions where they…develop as leaders. From there, it…gives the reins to the students and lets them take it as far as they'd like" (J. Benedict, personal communication, April 3, 2018). Gregg Grenier's BSLCE career illustrates Benedict's description. He became a program manager after a successful semester as a credit student, and after a successful semester as a program manager, he joined a committee. After a year leading a new program and working on a committee, Grenier "was able to work directly with Dr. Edward Zlotkowski on holding civic engagement conferences around the New England area, to help engage students in realizing their civic potential" (G. Grenier, personal communication, March 22, 2018). By the end of his BSLCE career, Grenier had not only worked at every role within the student leadership structure, but he had also dabbled in experiences at all four points in the Pyramid of Engagement (figure 1).

Like Manganaro, Benedict, and Grenier, Jake Mekin became a program manager

during his freshman year. When asked about his experience with student development, Jake

answered,

> I just felt like I had the room to just grow however I wanted to, whenever and at the
> pace that I needed to, and because I was able to do that organically within the confines
> of the Center, with mentoring and instructional guidance and stuff, I felt like I was
> able to do a lot more and definitely grow a lot more, and become more confidence than
> what I ever thought I could have done within any other organization on campus. (J.
> Mekin, personal communication, March 27, 2018).

Through the BSLCE, especially considering its implementation of the Students as Colleagues

model, students have the opportunity to grow as Mekin and his fellow alumni did. Exposure

to a variety of different responsibilities and countless resources position service-learning

leadership roles as premier leadership roles on campus.

Alumni engagement.

While conducting interviews for this study, there were many instances in which I was

asked something along the lines of, "If you're in touch with [insert staff or student name

here], can you tell them [insert personal success story that would not have been achieved

without his / her efforts]?" Service-learning at Bentley helps students to enter the business

world as civic leaders; therefore, it should stand to reason that the BSLCE should attempt to

leverage relationships with these civic leaders whose skills were cultivated through

experiences with the Center. When asked if there was something she would change about her

service-learning experience, Giana Manganaro replied that she wished for "more outside-of-

Bentley experiences," recalling, "We had a consultant come in…she was so awesome. They

should leverage those outside connections" (G. Manganaro, personal communication, April 2,

2018). When prompted, many of the alumni who participated in this study expressed a

willingness to connect with the Center in some meaningful way.

Institutional legitimacy / support.

Rome was not built in a day, and neither was the BSLCE. When Franklyn Salimbene became the director of the Center, "a lot of faculty had become very disenchanted with the service-learning program" (F. Salimbene, personal communication, March 27, 2018). Thus, Salimbene's "marching orders basically were to improve the visibility of the program and the desirability of the program in the eyes of the faculty" (F. Salimbene, personal communication, March 27, 2018). With Jeannette MacInnes, "the most critical person in the center" (F. Salimbene, personal communication, March 27, 2018) overseeing community partner relationships, Salimbene was able to focus on faculty awards, rewards, workshops, and agency. Additionally, a new certificate program gave legitimacy and formality to a student's dedication to service-learning over the course of a college career.

Adjusting foci was necessarily, but not even this would have been possible without institutional support in the way of funding. If a faculty member at Bentley sponsors a student through a 4th-credit service-learning option, that faculty member receives $100 (for up to 10 students). At the time Salimbene departed as director, that budget item was a maximum of $39,000 per year (F. Salimbene, personal communication, March 27, 2018). In addition, Bentley committed $2,000 to each faculty member who completed service-learning workshops and approximately $120,000 for service-learning scholarships (F. Salimbene, personal communication, March 27, 2018). This institutional investment was on top of the hourly rate received by program managers (work-study students) and the salaries of four (now five) full-time staff members.

Jonathan White, the current director, has seen this institutional investment pay off. He believes that "there's been a culture that's been created here. We literally have service-learning courses in every discipline on campus. There's great buy-in…it's actually been,

surprisingly to me, an easier sell here" (J. White, personal communication, March 28, 2018).

In addition to the university's financial investment in service-learning, White argues that there

is

> "a strong investment from the university when we talk about being able to offer
> students a fourth credit. That's a valuing -- from curriculum committee, through our
> deans and the provost and up through Cabinet – a valuing of the academic and civic
> importance of our work" (J. White, personal communication, March 28, 2018).

The current director expressed belief that his university is unique, stating "the scale to which

Bentley does [service-learning] is clearly an outlier, and I think the resourcing we have has a

lot to do with why we're so effective at our work" (J. White, personal communication, March

28, 2018).

Clearly, the BSLCE has established institutional legitimacy and gained institutional

support. In order to continue to transform students into civic leaders, and even to improve

these outcomes, the Center must maintain this legitimacy and support.

High expectation / high support environment.

"I would definitely credit…everything that I was able to do and accomplish, and the

way I was able to grow…to the staff members of the Center" (J. Mekin, personal

communication, March 27, 2018). As a student, Jake Mekin organized civic initiatives, led

reflection sessions, spoke in front of crowds, managed his peers, and engaged in countless

opportunities through which much was expected of him. While he may have felt pressure, he

always felt supported by the staff, saying,

> "What makes it a unique and different experience – and it made a big difference to me
> – is that I had so much support, and so much confidence was placed in me that I felt
> comfortable taking that and running with it…If you're trying to make change, or do
> something that's different, or break from the status quo, or whatever…if you don't
> have people supporting you, that makes it harder" (J. Mekin, personal communication,
> March 27, 2018).

Jason Benedict had a similar experience:

> "I think just the way the Center is organized…you're going to be successful. I mean, if you just think about the way the resources are set up, if you're a 4th-credit student and you're having a problem, you're aware that your program manager and your professor are resources…And then if you're a program manager, you're aware that…Jeannette [MacInnes] is a resource if you're having any struggles. And the same thing goes for our committee members. They're familiar with all the staff, whether it's the liaison for the committee or not. Student directors work very closely with Jonathan [White] and the other staff members…I think that with all these different resources – staff members, student directors, committee members, program managers – they are there to kind of catch you if you fall and keep you on your track" (J. Benedict, personal communication, April 3, 2018).

High expectation / high support environments challenge students to leave their comfort zones, be accountable, and, in a sense, act as colleagues. Through the Students as Colleagues model, such an environment has been created for a limited number of students who are in regular contact with staff members. In order to provide service-learning students with the most impactful experiences, the BSLCE may decide to explore ways to create high expectation / high support environments within specific programs. If staff, student directors, professors, and program managers can serve as resources, there is the potential to expand the capacity of the Center to create more of these environments, challenging students to work to their potential and ensuring that any misstep can be corrected. In an interview, Shawn Hauserman referred to these environments when he said,

> "Time you provide students with enough support, but enough autonomy, to identify a problem that means something to them, that hits them in their heart, and they're able to then tap into their smarts, their skill set, their knowledge, and expand on that on behalf of others, and on behalf of others in tandem with them…and in respect, without pity, for someone else's circumstances that are different from their own: those are pivotal moments" (S. Hauserman, personal communication, April 3, 2018).

Business as a vehicle to drive social change.

Previously in the study, White described Bentley University's commitment to service-learning as "an outlier" (J. White, personal communication, March 28, 2018). Due to its focus on business, Bentley may also be an outlier in academic focus, and this could be used to its advantage when structuring service-learning experiences that are (at least partially) constructed to develop students' civic skills. "I think, to our advantage, sometimes…there's a set of applied skills we can offer in organizational consultancies to nonprofits…our students, beinv business students in a fusion environment…have this kind of second level skillset that they're able to offer," says White (J. White, personal communication, March 28, 2018).

By pursuing more business-oriented opportunities for service-learning participants and leaders, the BSLCE could provide students with real-world experience in pursuing social justice in the business world. To Gregg Grenier, this work seems invaluable. "A lot of nonprofit organizations…who help areas of injustice in society have the passion, but don't really have the business knowledge to back up the sustainability of their organizations and actually be able to create effective and long-lasting change," he says (G. Grenier, personal communication, March 22, 2018).

Through service-learning experiences, Bentley University students have the opportunity to develop civic leadership skills of their choosing at their own pace. While there is room for improvement, the student leadership structure (based on the Students as Colleagues model) positions undergraduate service-learning students to increase involvement, deepen engagement, and enhance their own civic development in a variety of areas outlined in the SCM. Conscious expansion and enhancement of opportunities within this structure may create an environment in which these outcomes are more pronounced and more accessible for students at all levels of service-learning participation.

Interview data.

It is rather easy to juxtapose the "Students as Colleagues" model with the SCM when analyzing survey data. One can compare mean scores of different groups, examine significance levels, and run t tests. The survey, however, was only one portion of this study. Interview participants examined the relationship between Zlotkowski's framework and HERI's model through the lens of their own experiences, and it is important to note that this data (while somewhat limited by the number of interview participants) strongly supports the notion that the "Students as Colleagues" model positions students to better develop civic leadership skills.

When coding interview data, I created and checked themes that related to the topics discussed by interview participants. While certain themes (such as those previously discussed in the "Findings" section) emerged, I began with a set of eight themes: the core values of the SCM (along with "change," the value added through the SRLS). Of the nine alumni I interviewed, seven would fall in "Group 2." Four of those seven were student directors in the BSLCE, one was an engaged committee member, and two others were program managers. When speaking organically about their experience – and not being familiar with the values of the SCM – all but one of the participants in Group 2 spoke about their BSLCE experiences in ways that connected to at least five of the values (see Figure 10). The participants in Group 1 did not speak as robustly about their experiences in this context. This is not to say that these alumni have not developed skills related to these values in other aspects of their lives; rather, it shows that the service-learning experiences of these two alumni did not challenge them to develop the civic leadership competencies on the same level as the experiences of most of the alumni in Group 2 challenged those participants.

Theme	Group 2 (Student Director)	Group 2 (Student Director)	Group 2 (Student Director)	Group 2 (Student Director)	Group 2 (Committee Member)	Group 2 (Program Manager)	Group 2 (Program Manager)	Group 1 (Credit Student)	Group 1 (Credit Student)
SCM: conflict w/civility	x	x							
SCM: consciousness of self	x	x	x	x	x		x	x	
SCM: congruence			x				x		
SCM: commitment	x	x	x	x	x	x			
SCM: collaboration		x		x	x		x	x	
SCM: common purpose	x			x	x		x		
SCM: change	x		x	x	x				
SCM: citizenship	x		x	x	x		x	x	x

Figure 10

Conclusion

When considering the competencies students need for success after graduation, Zlotkowski wrote, "it is imperative that business students learn to deal more effectively with change and ambiguity" (Zlotkowski, 1996, p. 7). Bentley University's operationalization of his "Students as Colleagues" framework is clearly "an acknowledgement both of business education's responsibility to frame its students' development in a broader social context and of the educational potential of community-based projects for business students" (Zlotkowski, 1996, p. 14). This framework "represents a multidimensional set of opportunities, all of which have the potential to turn students…into a force for more substantive academic and civic engagement, into harbingers of a more participatory, inclusive democracy" (Zlotkowski et al., 2011, p. 49-50). His emphasis on relative outcomes (using the word "more" when describing eventual results) allows this study to serve as a confirmation of his theory, at least at Bentley University. Students who participated in service-learning experiences as engaged scholars, faculty partners, reflection leaders, and/or staff scored higher in every value of the SCM (and the eighth value added by the SRLS), and interview data reinforces the notion that positioning Bentley University students as colleagues has better equipped these students to be civic leaders after graduation.

Future Research

This study examined one specific topic in detail; however, findings may have implications for future research. First, it may be interesting to create more categories of students based on their service-learning experiences. While ample data was collected to separate students by level in the BSLCE leadership model, specific experiences as a program manager, undergraduate major, and other facets of an undergraduate experience, the data was

not reliable enough to make educated inferences. With a larger pool of survey respondents or interview participants, further examination may be possible.

Additionally, it may be worthwhile to compare findings from this study to those of a similar study conducted at another university. If other service-learning centers have been constructed based on the "Students as Colleagues" framework or modeled using the SCM as a guideline, comparative analysis may enable researchers to draw more concrete conclusions about the efficacy of service-learning, Zlotkowski's framework, or the SCM.

Lastly, to add a third tier, this study could be replicated to include Bentley University alumni who did not participate in service-learning as undergraduate students. This would provide baseline data against which one could measure the impact of service-learning experiences as a credit student, program manager, committee member, and student director.

Recommendations

In addition to the recommendations embedded in the "Findings" section, I would advise those in the BSLCE to intentionally structure experiences that position students to develop civic leadership skills associated with the values of the SCM. Such student development would aid every stakeholder in a service-learning experience, and this benefit may be enjoyed as a short-term and long-term outcome. It is clear that the student leadership model in the BSLCE creates opportunities for students to grow, and to display intentionality in furthering the impact of this model, I would recommend that the Center consider the following:

Work to improve low mean scores.

Mean scores for "controversy with civility," "consciousness of self," and "change" were significantly lower than mean scores for other values. Holding true to its framework, I would recommend that the BSLCE position students as leaders in addressing these competencies. After studying the SCM, students may take action in organizing trainings for their peers, hosting speakers or other educational events, or recommending changes to service-learning programs. This effort should aim to provide developmental opportunities to everyone involved in a service-learning experience, not only on those who are in leadership roles.

Encourage asset-based development at existing sites.

Through the BSLCE, program managers organize undergraduate students in specific efforts at community partner sites. These organizations exist in order to address a social need (or many social needs), and it is entirely possible that the Center's partners would create additional programs if they had the capacity. By encouraging students to adopt an asset-based approach when working with these organizations to explore additional opportunities, the BSLCE can help students to identify root causes of social issues, engage with programs more deeply, and gain a better understanding of ways to lead change within communities.

Further integrate projects into the business curriculum.

Of the 180 alumni who replied to the question, "Did you participate in service-learning through a 4th-credit option in a business course?" only 60 responded, "Yes." A similar ratio is seen in response to the question "Did you participate in service-learning through a service-learning embedded business course?" – of 64 total respondents, 23 replied, "Yes." As students

prepare to graduate and enter the business world, service-learning experiences through

business courses may seem more translatable to their roles in the professional world. As

Zlotkowski states, "business-oriented service learning would seem to represent a textbook

example of the way in which 'serving' and 'learning,' action and reflection, can be combined

for the benefit of all involved" (Zlotkowski, 1996, p. 8).

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Appendix

Appendix List

- Appendix A: BSLCE Alumni Survey
- Appendix B: Sample interview questions (alumnus)
- Appendix C: Sample interview questions (staff)
- Appendix D: Informed consent form (survey)
- Appendix E: Informed consent form (interview – alumnus)
- Appendix F: Informed consent form (interview – staff)
- Appendix G: Sample follow-up interview invitation e-mail (alumnus)
- Appendix H: Interview invitation e-mail (staff)

Appendix A

BSLCE Alumni Survey

Q57

BENTLEY UNIVERSITY SERVICE-LEARNING AND CIVIC ENGAGEMENT CENTER

ALUMNI SURVEY

——

Q1 Brian Shea, a graduate student at Merrimack College, is conducting research on the

impact of service-learning experiences offered at Bentley University. Your perspective as an

alumnus who has experience with the Bentley University Service-Learning Center (now the

Bentley University Service-Learning and Civic Engagement Center; henceforth, "BSLCE") is

valuable to this research.

This study has been designed to inform service-learning professionals how to provide

students with the best possible opportunities to develop civic leadership skills. The survey

should take approximately 10 minutes to complete.

Thank you for your participation.

Q2 When did you graduate?

▼ 2008 (1) ... 2017 (10)

Q3 To which gender identity do you most identify?

○ Male (1)

○ Female (2)

○ Transgender Male (3)

○ Transgender Female (4)

○ Gender Variant / Non-Conforming (5)

○ Not Listed (6)

○ Prefer Not to Answer (7)

Q4 How would you describe your race/ethnicity? (Check all that apply.)

☐ American Indian or Alaska Native (1)

☐ Asian (2)

☐ Black or African American (3)

☐ Hispanic (4)

☐ Native Hawaiian or other Pacific Islander (5)

☐ White (6)

☐ Other (7)

☐ Prefer Not to Answer (8)

Q7 What was/were your undergraduate major(s)?

_____

Q6 Were you a recipient of a service-learning scholarship?

○ Yes (1)

○ No (2)

Q8 What was your undergraduate GPA?

	0	1	2	3	4
GPA (1)					

Q9 How would you best describe your political ideology?

○ Very Liberal (1)

○ Moderately Liberal (2)

○ Moderate (3)

○ Moderately Conservative (4)

○ Very Conservative (5)

——

Q10 Did you ever participate in service-learning through the 4th-credit option?

○ Yes (1)

○ No (2)

Display This Question:

If Did you ever participate in service-learning through the 4th-credit option? = Yes

Q11 With which program(s) were you involved?

_____

Display This Question:

If Did you ever participate in service-learning through the 4th-credit option? = Yes

Q12 Did you participate in the same program for more than one semester as a 4th-credit

student or a student in an embedded service-learning course?

○ Yes (1)

○ No (2)

Display This Question:

If Did you ever participate in service-learning through the 4th-credit option? = Yes

Q13 Did you participate in service-learning through a 4th-credit option in a business course?

○ Yes (1)

○ No (2)

Q14 Did you ever participate in service-learning through an embedded service-learning

course?

○ Yes (1)

○ No (2)

Q15 With which program(s) were you involved?

_____

Q16 Did you participate in the same program for more than one semester as a student in an

embedded service-learning course or a 4th-credit student?

○ Yes (1)

○ No (2)

Q17 Did you participate in service-learning through a service-learning embedded business course?

○ Yes (1)

○ No (2)

Q18 Were you a service-learning Program Manager / Project Manager?

○ Yes (1)

○ No (2)

Q19 For which program(s) were you a Program Manager / Project Manager?

_____

Q20 Select if you did the following as a Project Manager / Program Manager while you were

an undergraduate student participating in service-learning at Bentley:

☐ Led Reflection Sessions (1)

☐ Created a New Program (2)

☐ Served as a Formally Assigned Mentor (3)

☐ Were Assigned a Mentor (4)

☐ Led Trainings for Students Involved in Service-Learning (5)

☐ Worked with Faculty to Develop Curriculum for a Class Involving Service-Learning
(6)

☐ Presented about Service-Learning at a Conference or Wrote a Scholarly Article about
Service-Learning (7)

☐ Served as the Main Point of Contact for a Community Partner Organization (8)

☐ Served as the Main Point of Contact for a Faculty Member (9)

☐ Held an Internship at a Non-Profit Institution (10)

Q21 Did you serve on a service-learning committee?

○ Yes (1)

○ No (2)

Display This Question:

If Did you serve on a service-learning committee? = Yes

Q22 On which committee(s) did you serve?

_____

Q23 Were you a Coordinator of Student Programs (SPC) / Student Director in the BSLC(E)?

○ Yes (1)

○ No (2)

Page Break

Q25 Please answer the following questions by checking the box that best aligns with your response.	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
I believe I have a civic responsibility to the greater public (1)	○	○	○	○	○
I am genuine (2)	○	○	○	○	○
Being seen as a person of integrity is important to me (3)	○	○	○	○	○
The things about which I feel	○	○	○	○	○

passionate
have priority in
my life (4)

I am willing to
devote the
time and
energy to   ○   ○   ○   ○   ○
things that are
important to
me (5)

When there is
a conflict
between two
people, one   ○   ○   ○   ○   ○
will win and
the other will
lose (6)

I look for new
ways to do   ○   ○   ○   ○   ○
something (7)

Self-Reflection
is difficult for   ○   ○   ○   ○   ○
me (8)

I am   ○   ○   ○   ○   ○

comfortable with conflict (9)

I can be counted on to do my part (10)   ○   ○   ○   ○   ○

I know myself pretty well (11)   ○   ○   ○   ○   ○

I am able to trust the people with whom I work (12)   ○   ○   ○   ○   ○

I think it is important to know other people's priorities (13)   ○   ○   ○   ○   ○

Change makes me uncomfortable (14)   ○   ○   ○   ○   ○

I participate in   ○   ○   ○   ○   ○

activities that contribute to the common good (15)

My actions are consistent with my values (16)   ○   ○   ○   ○   ○

I enjoy working with others toward common goals (17)   ○   ○   ○   ○   ○

Hearing differences in opinions enriches my thinking (18)   ○   ○   ○   ○   ○

I have the power to make a difference in my community (19)   ○   ○   ○   ○   ○

I hold myself accountable   ○   ○   ○   ○   ○

for responsibilities I agree to (20)					
It is important to develop a common direction in a group in order to get anything done (21)	○	○	○	○	○
I can identify the differences between positive and negative change (22)	○	○	○	○	○
I actively listen to what others have to say (23)	○	○	○	○	○
I know the purpose of the	○	○	○	○	○

groups to

which I belong

(24)

Q47 If you would like to expand upon a response (or multiple responses) to the questions

above, please do so here:

_____

Page Break ———————————————————————————————————

Q53 Please describe your most memorable service-learning experience(s).

_____

_____

_____

_____

_____

Q54 Do you believe your service-learning experience has impacted you? If so, how?

_____

_____

_____

_____

_____

Q55 In your view, what are the most important values for an undergraduate student who wants to develop his or her civic leadership skills?

_____

_____

_____

_____

_____

Q57 **Follow-up:**

This study has been designed to inform service-learning professionals how provide students with the best possible opportunities to develop civic leadership skills. In order to best achieve this goal, the investigator hopes to learn from the experiences, perspectives, and viewpoints of a variety of alumni. If you are willing to be contacted to participate in a follow-up phone interview, please type your e-mail address below.

_____

End of Block: Default Question Block

Appendix B

Good morning, [interview subject].

As you know, my name is Brian Shea, and I'm conducting a study on the Bentley Service-Learning and Civic Engagement Center. Thank you for volunteering to participate in the interview portion of the study. The purpose of this conversation is to discuss your perceptions of your experiences as a service-learning participant and as an adult with a college degree. There are no right or wrong or desirable or undesirable answers. I would like you to feel comfortable with saying what you really think and how you really feel.

Is it ok with you if I record this interview? The recording will be deleted right after I transcribe it.

- So, first off, tell me about your experience in the Bentley Service-Learning and Civic Engagement Center.

    o [Potential for emergent question]

- Do you believe that your service-learning work required you to develop certain civic leadership skills? If so, what skills?

    o [Potential for emergent question]

- In your responses to the survey questions, you expressed that "[insert response here]." Can you tell me more about that?

- You also said "[insert response here]." What does this look like?

- It looks like you have [insert response here]. Can you tell me a bit about why you made that decision?

- Obviously, you're now [in this certain role]. In your view, what brought you there?

- If you could go back and re-do your college experience, would you change anything in order to help you be better equipped to address issues today?

- Are there any questions that I didn't ask that you would like to answer?

Appendix C

Good morning, [interview subject].

As you know, my name is Brian Shea, and I'm conducting a study on the Bentley Service-Learning and Civic Engagement Center. Thank you for volunteering to participate in the interview portion of the study. The purpose of this conversation is to discuss your perceptions of your experiences as a service-learning participant and as an adult with a college degree. There are no right or wrong or desirable or undesirable answers. I would like you to feel comfortable with saying what you really think and how you really feel.

Is it ok with you if I record this interview? The recording will be deleted right after I transcribe it.

- First, tell me a bit about your experience with the BSLCE.

- Can you tell me about your experience with the Center, particularly with student development?

- As a director, are there specific skills or competencies that you wanted service-learning students to develop?

  - Are there any particular success stories that you would point to?

- In your view, what experiences that best prepare students for civic leadership?

- As a business university, Bentley's approach is sometimes different from that of another college. Do you feel that Bentley's approach to service-learning and civic engagement is different from that of other schools? If so, how?

  - How could it improve?

- Why do you think Bentley University invests in service-learning?

- Are there any questions that I didn't ask that you would like to answer?

Appendix D

MERRIMACK COLLEGE

315 Turnpike Street, North Andover, MA 01845 | www.merrimack.edu

Consent to Participate in Research Study

Keeping the Change: How Service-Learning Experiences Transform Bentley

Title of Study: University Students into Civic Leaders

Investigator: Brian Shea, Merrimack College

IRB Number: #IRB-FY17-18-117

You are invited to take part in a Merrimack College IRB approved research study, protocol

#IRB-FY17-18-117, examining alumni perspectives of their service-learning experiences at

Bentley University. The goal of this study is to explore how such service-learning experiences

may or may not help develop civic leadership skills. You have been asked to be in this study

because you participated in service-learning while you were an undergraduate student at

Bentley University.

Procedures:

If you choose to participate in the study, you will be asked to complete a survey. The survey

contains questions about your background, your undergraduate experiences, and your post-

graduate perspective. The survey will take approximately 10 minutes to complete.

Benefits: This study may be of no direct benefit to you, but it will improve our knowledge of

the long-term benefits of service-learning experiences. The survey may help you to be more

aware of your identity as a citizen and a Bentley University alumnus.

Potential Risks:

There are no inherent physical risks in the procedures themselves, and it is not anticipated that participants will experience risks in completing the survey or interview. Participants will not be exposed to any more risk of harm or discomfort than those ordinarily encountered in daily life. If you find that you are experiencing harm or discomfort when completing the survey or conducting the interview, you are free to discontinue participation in this study at any time.

Confidentiality:

Your survey responses will be identified by a number and the identity of any participant will be kept confidential.

Freedom of Choice to Participate:

You are free (1) to decide whether or not to participate, and also free (2) to withdraw from the study at any time. A decision not to participate will not adversely affect any interactions with the investigator, any representative/employee of Merrimack College, or any representative/employee of Bentley University.

Questions:

Before you sign this form, please ask any questions on any part of this study that is unclear to you. You may take as much time as necessary to think this over. At any point in the study, you may question the Principal Investigator about the study (Brian Shea - sheabp@merrimack.edu; Dan Sarofian-Butin, Faculty Advisor – SarofianButD@merrimack.edu, 978-837-5075). In addition, you are free to contact the Institutional Review Board Chair, with any questions (irb@merrimack.edu).

Consent:

By clicking "Proceed to survey" below, I agree that this project has been explained to me to my satisfaction and in language I can understand, and I have received a copy of this consent

form. I understand what my participation will involve and I agree to take part in this project

under the terms of this agreement. I understand that I am not giving up my legal rights by signing

this form.

Appendix E

315 Turnpike Street, North Andover, MA 01845 | www.merrimack.edu

Consent to Participate in Research Study

Keeping the Change: How Service-Learning Experiences Transform Bentley

Title of Study: University Students into Civic Leaders

Investigator: Brian Shea, Merrimack College

IRB Number: #IRB-FY17-18-117

Introduction

- You are being asked to be in a research study of impactful service-learning experiences of undergraduate students at Bentley University.
- You were selected as a possible participant because you have participated in a service-learning experience as an undergraduate student at Bentley University.
- Please read this form and ask any questions that you may have before agreeing to be in the study.

Purpose of Study

- The purpose of the study is to investigate alumni's perspectives of their experiences through the BSLCE in order to determine which components of the student leadership model may be most transformative in preparing students to be responsible citizens. Such research, moreover, may help motivate and potentially restructure service-learning programs – in general, and particularly in business schools – to more intentionally focus on impactful

experiences and factors such that students can leverage their education to become agents of social change.

Description of the Study Procedures

- If you agree to be in this study, you will be asked to participate in one interview that will last for approximately 30 minutes. This interview will be focused on your experience with service-learning at Bentley University. The interview will be audio-recorded. You have the right to stop or erase the recordings at any time during or after the interview.

Risks/Discomforts of Being in this Study

- There are no reasonable foreseeable (or expected) risks. There may be unknown risks.

Benefits of Being in the Study

- The potential benefit of participation are gaining a better understating of impactful experiences of your service-learning experience or the experiences of undergraduates.

Confidentiality

- The records of this study will be kept strictly confidential. Research records will be kept in a locked file, and all electronic information will be coded and secured using a password protected file. All audio files will be kept in a locked file and stored on the computer using a password protected file. Such files will be destroyed after the interviews have been transcribed.

Payments or Compensation

- You will not receive payment or reimbursement for your participation in this study.

Right to Refuse or Withdraw

- The decision to participate in this study is entirely up to you. You may refuse to take part in the study *at any time* without affecting your relationship with the investigators of this study, Merrimack College or any study partners. Your decision will not result in any loss or benefits to which you are otherwise entitled. You have the right not to answer any single question, as well as to withdraw completely from the interview or survey at any point during the process; additionally, you have the right to request that the interviewer not use any of your interview material.
- Your interview will be audio-recorded. You have the right to erase or delete recordings at any time.

Right to Ask Questions and Report Concerns

- You have the right to ask questions about this research study and to have those questions answered by me before, during or after the research. If you have any further questions about the study, at any time feel free to contact me, Brian Shea at sheabp@merrimack.edu or by telephone at [phone number]. You may also contact the Merrimack College faculty supervisor of this research (*Dan Sarofian-Butin, SarofianButD@merrimack.edu).* If you like, a summary of the results of the study will be sent to you. If you have any other concerns about your rights as a research participant that have not been answered by the investigators, you may contact the Chair of the Merrimack Institutional Review Board at (978) 837-5280 or by email at irb@merrimack.edu.
- If you have any problems or concerns that occur as a result of your participation, you can report them to the Chair of the IRB at the contact information above.

Informed Consent

- Your signature below indicates that you have decided to volunteer as a research participant   for this study, and that you have read and understood the information provided above. You will be given a signed and dated copy of this form to keep, along with any other printed materials deemed necessary by the study investigators.

Subject's Name (print):   _____

Subject's Signature: _____   Date: _____

Investigator's Signature: _____   Date: _____

Appendix F

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Consent to Participate in Research Study

Keeping the Change: How Service-Learning Experiences Transform Bentley

Title of Study: University Students into Civic Leaders

Investigator: Brian Shea, Merrimack College

IRB Number: IRB-FY17-18-117

Introduction

- You are being asked to be in a research study of impactful service-learning experiences of undergraduate students at Bentley University.
- You were selected as a possible participant because you have served as a staff member of the Bentley Service-Learning Center or the Bentley Service-Learning and Civic Engagement Center.
- Please read this form and ask any questions that you may have before agreeing to be in the study.

Purpose of Study

- The purpose of the study is to investigate alumni's perspectives of their experiences through the BSLCE in order to determine which components of the student leadership model may be most transformative in preparing students to be responsible citizens. Such research, moreover, may help motivate and potentially restructure service-learning programs – in general, and particularly in business schools – to more intentionally focus on impactful experiences and factors such that students can leverage their education to become agents of social change.

Description of the Study Procedures

- If you agree to be in this study, you will be asked to participate in one interview that will last for approximately 30 minutes. This interview will be focused on your experience with service-learning at Bentley University. The interview will be audio-recorded. You have the right to stop or erase the recordings at any time during or after the interview.

Risks/Discomforts of Being in this Study

- There are no reasonable foreseeable (or expected) risks. There may be unknown risks.

Benefits of Being in the Study

- The potential benefit of participation are gaining a better understating of impactful experiences of your service-learning experience or the experiences of undergraduates.

Confidentiality

- The records of this study will be kept strictly confidential. Research records will be kept in a locked file, and all electronic information will be coded and secured using a password protected file. All audio files will be kept in a locked file and stored on the computer using a password protected file. Such files will be destroyed after the interviews have been transcribed.

Payments or Compensation

- You will not receive payment or reimbursement for your participation in this study.

Right to Refuse or Withdraw

- The decision to participate in this study is entirely up to you. You may refuse to take part in the study *at any time* without affecting your relationship with the investigators of this study, Merrimack College or any study partners. Your decision will not result in any loss or benefits to which you are otherwise entitled. You have the right not to answer any single question, as well as to withdraw completely from the interview or survey at any point during the process; additionally, you have the right to request that the interviewer not use any of your interview material.
- Your interview will be audio-recorded. You have the right to erase or delete recordings at any time.

Right to Ask Questions and Report Concerns

- You have the right to ask questions about this research study and to have those questions answered by me before, during or after the research. If you have any further questions about the study, at any time feel free to contact me, Brian Shea at sheabp@merrimack.edu or by telephone at [phone number]. You may also contact the Merrimack College faculty supervisor of this research (*Dan Sarofian-Butin, SarofianButD@merrimack.edu*). If you like, a summary of the results of the study will be sent to you. If you have any other concerns about your rights as a research participant that have not been answered by the investigators, you may contact the Chair of the Merrimack Institutional Review Board at (978) 837-5280 or by email at irb@merrimack.edu.
- If you have any problems or concerns that occur as a result of your participation, you can report them to the Chair of the IRB at the contact information above.

Informed Consent

- Your signature below indicates that you have decided to volunteer as a research participant   for this study, and that you have read and understood the information

provided above. You will be given a signed and dated copy of this form to keep, along with any other printed materials deemed necessary by the study investigators.

Subject's Name (print):   _____

Subject's Signature: _____   Date: _____

Investigator's Signature: _____   Date: _____

Appendix G

Hi, [name]!

Thank you for completing the BSLCE Alumni Survey. Your responses were incredibly

thoughtful, and they will contribute to greater understanding of service-learning at Bentley

University.

I would like to invite you to participate in a 30-minute phone interview to further discuss your

background, your service-learning experiences, and your current perspective. If you are still

willing to participate, please sign up for a time in the next two weeks by following this link:

[calend.ly link].

If you no longer wish to participate in an interview, please let me know by e-mail.

Additionally, if you wish to participate in the follow-up interview, please review and

electronically sign this consent form: [form link]. A signed form is required for you to

participate in an interview.

Thank you, and I look forward to speaking with you!

Best,

Brian Shea

Appendix H

Hi, [name]!

I hope this e-mail finds you well!

I am currently a graduate student in Merrimack College's Community Engagement program, and for my research capstone project, I am leading a study that examines the aspects of Bentley students' service-learning experiences that tie most closely with their civic leadership development. I have been blown away by the willingness of alumni to share their stories, and if you are willing, I would love to schedule a 30-minute meeting (or call) to hear your perspective on service-learning's role in student development.

If you are willing to participate, I have marked off some available times next week. Here is a link for next week's schedule: [calend.ly link]. I know you are probably significantly busier than I am, so if these times don't work, I would be more than willing to work around your schedule.

If would not like to participate in an interview, please let me know. I promise I won't harbor any hard feelings.

Additionally, if you wish to participate in the follow-up interview, please review and electronically sign this consent form: [consent form link]. A signed form is required for you to participate in an interview.

Thank you, and I look forward to speaking with you!

Best,

Brian Shea