STAKEHOLDER VOICES IN INTEGRATING EXPERIENTIAL EDUCATION AS A
STRATEGIC UNIVERSITY INITIATIVE
By

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Abstract

Stakeholders invested in American higher education, such as accreditors, legislators, administrators, faculty, parents, and community members, are placing increasing pressure on universities to educate students in a way that will encourage them to be critical thinkers who are civically engaged as well as job-ready. A key pedagogy that universities are utilizing to achieve this goal is experiential education. According to the Association for Experiential Education, this type of pedagogy "is a philosophy that informs many methodologies in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop people's capacity to contribute to their communities" (www. aacu.org, 2015).

The commitment to more experiential education as part of the curriculum represents an organizational change, or a shift in strategic initiatives, at many universities. Zorn, Christensen, and Cheney (1999) define such change as "any alteration or modification of organizational structure or processes" (p. 10). Utilizing the University of Kansas as a case study, this research uses the accounts of various stakeholder groups, including administrators, faculty, staff, students, and community members, to assess communication about experiential learning as part of a major organizational change. This change reflects inconsistent communication between the organizational rhetoric distributed by the organization through publications such as *Bold Aspirations* and emailed correspondence and the communication of the various stakeholder groups about the change itself.

One area where the changed focus on increased experiential education has not been as successful as was hoped is in the implementation of reflection. Facilitators of experiential education and students engaging in this type of learning report differing perceptions of the role

of reflection and its outcomes. Schon (1987) referred to reflection as "a continual interweaving of thinking and doing" (p. 281). Students are asked to experience the concrete, reflect on their successes and failures, and engage in abstract thinking to develop new knowledge to use in future situations. While facilitators of experiential education appreciate the importance of reflection as part of the learning process, this study shows a disconnect between the views of facilitators and the perspectives of students. This fracture represents inconsistent and ineffective communication among change participants. Suggestions for incorporating reflection as an integral part of the experiential learning process are provided.

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Chapter One: Introduction and Rationale

According to the Association of American Colleges and Universities (AACU), while experiential education has been commonplace in some vocationally-oriented programs such as nursing and engineering for many years, "field-based pedagogies have struggled to gain legitimacy in the liberal arts" (AACU, 2015). However, pushes for practical learning in academia and messages from employers seeking graduates with liberal-arts-oriented critical thinking skills and high quality written and verbal communication abilities are increasing. Universities perceive pressure to adopt strategic initiatives to prepare students to meet these expectations. In response to these external pressures, many universities are incorporating more experiential learning opportunities into their curriculum. One sign of this increased commitment by universities to engaged scholarship is membership in Campus Compact, a national coalition of more than 1,100 college and university presidents who are committed to increased involvement with the community. Through a President's Declaration on the Civic Responsibility of Higher Education, the organization challenges "higher education to become engaged, through actions and teaching, with its communities" (Campus Compact, 2015).

While experiential education is not entirely new, the changing priorities of universities in incorporating more of this pedagogy represents a shift in organizational priorities. One such example is the University of Kansas, which published new strategic initiatives in 2012. Goal 4 of these initiatives calls for "Engaging scholarship for public impact" (provost.ku.edu). This goal encourages university stakeholders to engage in scholarship that will better serve the community through activities such as community partnerships, undergraduate research, and service learning, to name a few. This push represents an important change toward more

experiential education for many universities that historically have focused on traditional didactic classroom instruction.

Experiential education, as defined by Itin (1999), is the "purposeful process that involves the teacher actively engaging the student" (p. 92) in learning situated outside the classroom. The teacher has a role in the learning process, but students also become responsible for their own learning in a new way. As Kolb (1984) defines it, in experiential learning, students engage in "experiencing the concrete" or grasping course outcomes by engaging in the behavior advocated in classroom theory and immersing themselves in "reality" outside of the classroom setting. These experiences can include community engagement projects, internships, leadership activities, study abroad, research projects, and more.

Experiential education has a considerable history. The roots of experiential education can be traced back to the late 1800s to pragmatists such as John Dewey and Jane Addams. Dewey sought to bring his pragmatic philosophy to the "practical enterprise of schooling" (Roberts, 2012, p. 49). Pragmatist ethos is intertwined with the notion of experiential education in that the emphasis in this type of learning is on consequences or outcomes from concrete experiences. Experience, to the pragmatist, is the ultimate teacher because of the way it can position an individual in the greater context of society. In his book, *Beyond Learning by Doing: Theoretical Currents in Experiential Education,* Roberts (2012) noted, Addams "distrusted abstract theorizing separated from everyday experience and sought to create an educational environment where the 'school world' and the 'real world' blended seamlessly with one another" (p. 69). Drawing on the pragmatist perspective, advocates of experiential education argue that students must be able to link real world experience to the theoretical foundations learned in the classroom not only to better understand the world around them, but also to actively apply critical

thinking skills, developing flexibility to apply knowledge and more effectively interact in the world.

Further reflecting Dewey's pragmatist ethos, experiential education draws on experiences that "can be framed as decidedly social and transactional in orientation" (Roberts, 2012, p. 48). In many experiential education experiences, the social qualities of learning are engaged to produce knowledge. Students are asked to engage with and in the communities around them to experience the concrete. The context of the situation often drives the learning outcomes. For instance, students who are asked to engage in impoverished communities often learn to understand, appreciate, and even celebrate cultural differences based on socioeconomic class. Additionally, the pragmatist perspective can be viewed in experiential learning through its emphasis on the value of trial and error (Roberts, 2012). Humans learn by doing and sometimes by failing to do. For instance, internships provide a relatively low-pressure situation for students to become socialized to employment outside the academic institution. There are fewer consequences for failure during an internship than there would be during full-time employment because an internship is viewed as a learning process.

The pragmatist ethos also is reflected in the transactional nature of experiential education, highlighting an argument that knowledge develops through interaction. Itin (1999) asserted that while experiential education is "transactive" in nature, the experience itself "is interactive between learners, between learner and teacher, and between learner and his/her environment" (p. 91). This closely relates to Vygotsky's notion of social influence on cognitive development. Vygotsky (1978) asserted that learning takes place during social interaction with a skilled tutor or more knowledgeable other. Through this social action with a more knowledgeable other, the student is able to understand instruction and internalize the information to guide his/her

performance (Vygotsky, 1978). Vygotsky argued that learners engage in private speech, the function of which is to communicate with the self for the purpose of self-guidance and self-direction. This represents the necessity of a reflective process for learning to take place.

Many experiential educational settings are unfamiliar as learning contexts, so when students apply only familiar cognitive processes, they may not stretch their thinking and therefore miss the connections and intellectual development these settings and experiences can offer. Therefore, educational experiences involving experiences of this kind may ask participants to reflect specifically on the connection between the experience itself and, further about how the experience addressed course objectives. Reflection refers to the process of critically evaluating concrete experiences (Kolb, 1984). A reflective practitioner then can form new knowledge based on the critical reflection and apply those principles to future situations.

Another important philosophical thread in the experiential education movement is its connection with civic engagement. The term civic engagement is sometimes used to describe activity in an external community and sometimes more narrowly to promote activities that lead to after-graduation participation in community governance, awareness of community issues and voting (National Task Force on Civic Learning and Democratic Engagement, 2012). Campus Compact, a national coalition of college and university presidents committed to the civic purposes of higher education, in their study *A Promising Connection: Increasing College Access and Success through Civic Engagement*, asserted, "College students who participate in civic engagement learning activities not only earn higher grade point averages, but also have higher retention rates and are more likely to complete their college degree." (Cress, Burack, Giles, Elkins, & Stevens, 2010, p. 1). In addition to these benefits, many universities implement

experiential education because it provides a connection with the environment beyond the classroom, in particular with the communities of which students might or will soon be members.

While many stakeholders and observers point to activities they classify as experiential learning opportunities, such as service learning, internships, and study abroad, these do not reflect a unified definition of experiential education. Other stakeholders would include volunteer work, leadership roles in campus or community organizations, and students-as-consultant projects. Roberts (2012) argued, "there is little consensus on what, in fact, experiential education is" (p. 3). The ambiguity inherent in defining experiential presents a challenge to a successful change to more experiential education on the university level.

Organizational Change and Stakeholders

Like other strategic changes in universities, the change to an increased focus on experiential education requires reorganization of existing structures and processes to meet stakeholder needs. According to Zorn, Page, and Cheney (2000), organizational change is a reordering of reality that asks members to suspend what they already know and the roles they have adapted to and re-enter an encounter stage where things might be unfamiliar and new. It is important to note that change, while often viewed negatively, can be a very good thing for an organization if carried out in a systematic manner (Zorn et al., 2000). The new strategic initiatives at the University of Kansas for experiential education represent an organizational change of emphasis and heightened priority that has been influenced by outside forces such as government funding reductions, hiring organizations' increased demands for well-qualified graduates, and graduates' needs in job placement. This change is also driven by internal stakeholders, such as faculty, staff, and administrators, who view this change as positive for student success.

While experiential education has obvious implications for students pursuing academic degrees, there is little acknowledgement in the experiential education literature of additional stakeholder groups who are invested in the outcomes of this pedagogical focus. A stakeholder is anyone who has a vested interest in the success or failure of an organization (Freeman, 2004). In addition to internal stakeholders, such as university entities established to support students and expand their opportunities, it is important to also consider how universities adapt to external demands for the organization's products (i.e. intellectually-trained and civically-minded students), how community partners engage with students required to complete experiential education, and how the skills learned through these experiences may benefit organizations in the workplace and beyond, among others. As Lewis (2011) noted, it is important that "organizations map the field of potential stakeholders and then decide on strategic action in managing relationships" (p. 86).

Each stakeholder group can exert influence in the process of experiential education, and each has the capacity to affect the success or failure of the change process. For instance, if university administrators do not reward participation in experiential education, there will be little support for the faculty of the institution to create these learning opportunities. If students do not make the effort to stretch their own learning, even the best crafted experience might fail. If employers do not see the value of experiential education in producing quality employees, the focus of the university on this type of pedagogy might shift to other approaches. In addition, as integrated parts of the system within which universities operate, stakeholder groups not only influence organizational goals, they also may influence other stakeholder groups, so they should not be considered independent factors. One goal of this research is to identify the perspectives of

the various stakeholder groups of experiential education and to better understand their

experiences, beliefs, and arguments about the field.

As Barge, Lee, Maddux, Nabring, and Townsend (2008) asserted, a central concern

during times of change is to consider how to incorporate the voices of stakeholders during

planned change initiatives so that they can be heard, valued, and respected. Building on Weick's

(1995) notion of requisite variety, Fairhurst, Cooren, and Cahill (2002) contend that it is

important to maintain sufficient diversity in planned change processes in order to acknowledge

the variety of constituencies that comprise an organization's environment. To this end, multiple

stakeholder perspectives on experiential education during a time of organizational change are

considered in this study.

Context for Study

The current study focuses on the University of Kansas and its strategic goal of fostering

the development of informed, engaged and responsible citizens through experiential education.

While the University of Kansas is the state's largest university as well as its flagship (KU, 2012),

university leaders see room for improvement. One university administrator commented that KU

has not really changed and that "what we've been doing since 1984" was not working any more,

signaling that there was a need for change (personal communication, September 25, 2012). As

stated in the strategic plan, "We owe it to the pioneering spirit that shaped Kansas and its

university a century and a half ago to rise far above those achievements of the past" (KU, 2012,

p. 8). In order to change, an assessment had to be made of stakeholder perceptions of the

university. A steering committee led an assessment of KU's strengths and weaknesses by

reviewing comments submitted by members of the university such as deans and faculty to see

what type of common feelings those stakeholders had in terms of improvements needed. This

part of the change process occurred throughout 2010 and 2011. Four summits open to faculty, staff, and administrators were held in the fall of 2011 to engage in dialogue about the direction of the university. These summits were usually attended by around 200 people (personal communication, September 25, 2012). According to a university administrator, "There was a huge effort to involve lots of groups of people" (personal communication, September 25, 2012). This multitude of stakeholder opinions convinced the university leaders that it was time for a change.

These summits, along with proposals submitted by the KU community for initiatives for change, guided the Office of the Provost in creating a strategic plan. As described in *Bold Aspirations*, the plan outlines six key goals to achieve KU's vision including:

1.) We will strengthen recruitment, teaching, and mentoring to prepare undergraduate students for lifelong learning, leadership and success.

2.) We will prepare doctoral students as innovators and leaders who are ready to meet the demands of the academy and our global society.

3.) We will enhance research broadly with special emphasis upon areas of present and emerging strength in order to push the boundaries of knowledge and to benefit society.

4.) We will engage local, state, national, and global communities as partners in scholarly activities that have direct public benefit.

5.) We will recruit, value, develop, and retain an excellent and diverse faculty and staff.

6.) We will responsibly steward our fiscal and physical resources and energize supports to expand the resource base.

These six goals reflect an effort by the University of Kansas to influence stakeholder perceptions of the university and provide a plan for stakeholders to follow in order for the change to occur. As Fernandez and Rainey (2006) discuss, providing a plan means, "leaders must develop a course of action or strategy for implementing change" (2006, p. 7). This plan was outlined in a booklet produced by the Office of the Provost and promoted on KU's website and through messages sent by the Provost to all faculty, staff, and students at the university. Messages from university administration consistently refer to these goals, and reports on efforts to enact them are regularly provided for all stakeholder groups.

The focus of this study is on Goal 4, which encourages university members to partner with local, state, national, and global communities in encouraging change. A narrative of experiential education is evident in the university's organizational messages that prioritize civic involvement through experiential education as key in its strategic initiatives. While experiential education practices are well-established in some areas of higher education such as engineering, nursing, social welfare, (Brannan, White, & Bezanson, 2008; Lisko & O'Dell, 2010), recent changes at this university such as the creation of a Center for Civic and Social Responsibility and inclusion of experiential education in its strategic initiatives, signal to the campus community that KU wishes it to be a priority across academic pursuits. The messages articulated in the university's goal statement *Bold Aspirations* outline a new strategic plan for the organization reflecting a change in the university-wide mission. This publication identifying new organizational priorities, one of which is to emphasize the long-standing goal of education to help students become civic-minded individuals, stands as its mission and vision statement.

As part of *Bold Aspirations,* the university outlines a strategy of creating common ground through which all members of the campus community can work together with local community

members to fill the need for experiential education that the university has identified. The same commitment to civic engagement and in turn experiential education is evident throughout the university's publications, on its website, and in email correspondence with the university community. *Bold Aspirations* states, "In a political era of growing skepticism and cynicism, we have as a public university a single responsibility to address civic issues to develop well-educated, skilled and engaged citizens" (KU, 2012, p. 36). In order to accomplish this task, KU's "research, discourse and service learning experiences will draw students from all disciplines into public life to help address the difficult choices facing our democracy" (KU, 2012, p. 36). The institution recognizes the benefits of engaging students in experiences outside the classroom and has made a public commitment to supporting this type of learning opportunity. The organization calls on the rhetorical strategies of the assumed "we" (Cheney, 1983) and in the above example "our" to show that the issue is relevant to all of the stakeholders of the university.

While service learning has been part of instruction in some individual KU classrooms, the new strategic plan lays out the goal of increased experiential education as a change in the university-wide mission. Goal 4 of *Bold Aspirations* is to "Engage local, state, national, and global communities as partners in scholarly activities that have direct public impact" (KU, 2012, p. 34). In promoting engaged scholarship through this goal, KU seeks a positive influence for the surrounding communities and acknowledges experiential education as one pedagogy that can contribute to this goal of more engaged scholarship by creating connections and action within our communities. This increased commitment is evident by the rewards available to those stakeholders who engage with this goal. Students have the opportunity to be certified in experiential education areas and faculty members are recognized for their efforts through

spotlights on organizational websites. One such certification is the Certificate in Service Learning. According to the CCSR website (2014):

> Certification in Service Learning (CSL) recognizes students' curricular and co-curricular experiences in utilizing their classroom skills to meet community-identified needs. Certification in Service Learning involves several components, including taking a service learning course, completing additional volunteer work, and reflecting on your service learning experiences. Any student who has completed a service learning course is eligible for this certificate.

This certification recognizes that students have explored how the discipline they have chosen can contribute to the common good, assisted a community organization in furthering its mission, and examined societal inadequacies and injustices (CCSR, 2014). This certification, along with others offered through the Center for Civic and Social Responsibility signifies the importance of this pedagogical approach to the overall goals of the university.

The introduction of the change through the strategic plan signifies a desire for structured implementation (Lewis, 2011, p. 145) of activities where a set of actions is "purposefully designed and carried out to introduce users to the innovation and to encourage intended usage." The messages produced by KU seek to show the importance of implementing such an objective. In *Bold Aspirations,* the university outlines its goals and provides benchmark examples of how the goal of building communities and expanding opportunities is salient on both a global and local scale. Solutions to global problems such as disparities in wealth, health care, and education will "promote self-reliance and worth, stronger communities, and greater appreciation of the power of diversity and constructive discourse" (p. 54). By engaging in the building of local communities, "answers will benefit all Kansans as we understand the nature of disparities in our

state, build mechanisms for respectful discourse of complex problems, identify sustainable solutions, and improve the lives of children, individuals, and families in rural and urban settings" (p. 54). This discourse and related curriculum changes supporting it specifically connect experiential education with the university's strategic initiatives.

Goals of this Research

This chapter has outlined the strategic initiative of including more experiential education into a university curriculum and acknowledged the importance of identifying and addressing stakeholder voices in times of organizational change. Drawing first on accounts of this change from multiple stakeholder perspectives, this project explores communication in the change and particularly highlights a fracture in aligning a key stakeholder goal, establishing meaningful reflection as central in the experiential education process.

The research underpinning this project draws on the perceptions of stakeholder groups such as students, faculty, administrators, and community members to learn more about their expectations about and experiences of experiential education. Although different emphases in what counts as experiential learning was evident throughout the data, common concerns about the change process was present. A better understanding of the experiential education process at the University of Kansas may play a powerful role in helping colleges and universities communicate expectations as they make decisions about implementing or requiring experiential learning as part of the core curriculum.

Chapter two will further examine current literature on experiential education, organizational change, stakeholder theory, and reflection. The research questions guiding this study are presented at the end of chapter two. In the methodology chapter, an argument is made for the use of qualitative methods in conjunction with quantitative data in relation to the research

questions, and a description of the process is outlined. Chapter four focuses on the organizational change process and the expectations of communication among the stakeholder groups. Suggestions for improving the change process are proposed. Chapter five discusses the fractures in expectations of the key element of reflection that exist between stakeholders who facilitate experiential education and those students who participate. Suggestions for incorporating reflection into experiential education are outlined. Finally, chapter six provides overall implications for this study as well as practical suggestions for the organization based on data collected.

Chapter Two: Literature Review

Although arguments for experiential education in universities are not new, the contemporary emphasis on encouraging or, indeed, requiring students to complete an experiential component is becoming more prevalent (Cress et al., 2010). While the end goal of experiential learning – to foster a new level of applied student engagement in learning and civic engagement – is fairly consistent, interpretations of what counts as experiential learning, how much is needed, who is responsible to provide it, how it might be organized, and how it might be assessed vary considerably (Roberts, 2010). This section reviews the literature on experiential learning, student engagement, and civic engagement as part of academic pursuits.

Several key elements have been instrumental in focusing attention on experiential education, which historically has been viewed through the more narrow term *service learning*. The 1980 publication of *The Transition of Youth to Adulthood* by the National Commission on Youth spurred a turn in academia that promoted service learning in the classroom in the hopes of "bridging the gap" between youth and adulthood (Markus, Howard, & King, 1993). In a follow-up to this report, Newman (1985) wrote:

> If there is a crisis in education in the United States today, it is less that test scores have declined than it is that we have failed to provide the education for citizenship that is still the most important responsibility of the nation's schools and colleges (p. 31).

This report put the responsibility of educating high-school and college-level students in becoming engaged citizens squarely on academia's shoulders. Then, the National and Community Service Act of 1990, signed into law by President George Bush, provided funding for those academic institutions that provided service learning opportunities for students (Markus

et al., 1993) and indicated national support for the introduction of service learning into the classroom.

In "Creating the New American College," Ernest Boyer (1994) challenged higher education to reconsider its mission, reframing it from one of educating students for a career to one that prepares students for a life as responsible citizens. This idea represents a shift back toward the roots of education after the counterculture shifted the focus in the 1960s. In order to do this, universities are charged to connect the theoretical underpinnings of the classroom with practice outside the walls of the institution (Bringle & Hatcher, 1996). The resources available from the university structure (such as faculty, students, funding) can be powerful tools in shaping the community that houses the institution. According to Bringle and Hatcher (1996), universities "have a tradition of serving their communities by strengthening the economic development of the region, addressing educational and health needs of the community, and contributing to the cultural life of the community" (p. 221) which often leads to a university-wide culture of service.

A national call to action by the National Task Force on Civic Learning and Democratic Engagement, asked for "specific steps through which multiple stakeholders can make college students' civic learning and democratic engagement a pervasively embraced educational priority and resource for democracy" (2009, p. vii). While the responsibility of creating civically engaged members of society begins with academia, they argue, it is the responsibility of all members of society to cultivate these individuals. According to the task force, the goal is "to complement our society's strong commitment of increased college-going and completion with an equally strong multi-front effort to ensure that postsecondary study contributes significantly to college students' preparation" (p. vii). To this end, they argued, the focus on civic engagement should start in the classroom and expand to the community setting.

While civic engagement has been a priority of the experiential education pedagogy, various stakeholders see other benefits such as real world experiences and career preparedness as additional outcomes of the pedagogy. For instance, in KU's *Bold Aspirations,* one of the objectives encompassed in its goal for engaged scholarship is to engage the academic community in entrepreneurial activities (KU, 2012). Discussion throughout the KU community of what counts as experiential education are key to engaging in the changes outlined in *Bold Aspirations*.

Currents of Experiential Education

While the foundational roots of experiential education dictate that students move beyond the classroom to engage in learning, there have been several trends over time about the goals and expectations of experiential education. Roberts (2012) used a river metaphor to describe historical and philosophical currents in this pedagogical technique. A Romanticist view of experiential education focuses on the participant, envisioning individuals engaging in life-changing events that open their eyes to the outside world. This type of experience is less about the "common good" and more about the development of self.

The pragmatist view (Roberts, 2012) is more interactive and social in nature. Place-based education, such as community service, involves using the community and environment as a starting point to teach educational concepts. According to Sobel (2005), this approach "helps students develop stronger ties to their community, enhances student appreciation for the natural world and creates a heightened commitment to serving as an active, contributing citizen" (as cited in Roberts, 2012, p. 65). The goal of this perspective is to create "the good life" for the multiple stakeholders involved.

It is also important to note that a political current infiltrates the other two currents and focuses on power differentials in some experiential learning opportunities (Roberts, 2012). Not

all observers of experiential education see it as uniformly positive, however. Roberts (2012) argues that experience can be seen as a tool for reproducing inequalities. This might be the case especially in an instance where privileged students engage in less fortunate communities with less than altruistic motives. For instance, Friedland and Morimoto (2005) report that students participate in civic engagement opportunities for "resume-padding" to secure college admission or post-graduation employment. Educational institutions can be "vulnerable to 'distortion' and hegemonic forces" (Roberts, 2012, p. 74). However, as Roberts (2012) asserts, this can also be an opportunity to provide a means for emancipation of less powerful subgroups. From this perspective, "Learning takes place with the understanding that knowledge has moral consequences that invite (and often demand) social action" (Roberts, 2012, p. 59).

Experiential education asks students to take what Schon (1987) refers to as knowledge-in-action, or the "strategies, understanding of phenomena, and ways of framing a task or problem appropriate to a situation" (p. 28) learned in the classroom and apply that knowledge to experiences outside of the classroom. When students are met with unfamiliar situations, they recall the structures and systems they have relied upon in the past to address uncertain situations. However, if the knowledge they possess does not provide an adequate response to solve the problem, this surprise can lead to reflection (Schon, 1987). Reflection-in-action has the critical function of questioning assumptions in light of a challenging situation or an unexpected opportunity. Learning then occurs when the reflective practitioner uses this knowledge in an experimental fashion, or tests new solutions, to predict outcomes for future situations (Kolb, 1984). The ultimate goal of experiential education is to have students engage in real-world situations while still having the safety net of an educational experience to increase learning and prepare them for civic engagement.

Trajectory of Experiential Education at KU

Traditionally, service learning has been the cornerstone of experiential learning across universities. According to the National Service Learning Clearinghouse, "Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities" (www.servicelearning.org). Service learning opportunities incorporate real world experiences into the educational setting and in turn show students the importance of becoming involved in the community. Advocates argue that not only do students benefit from experiences outside the classroom, the community also benefits from the human capital and intellectual inquiry the students contribute. The mutual benefits are described by the National Service Learning Clearinghouse: students "not only learn the practical applications of their studies; they become actively contributing citizens and community members through the service they perform" (www.servicelearning.org). Bringle and Hatcher (1996) 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. (p. 222)

What distinguishes service learning from other types of service is that the activity of the student is directed by a faculty member as part of a course that bears credit and requires that the student engage with fellow classmates to interpret the experience in light of course concepts. Service learning is shaped so that the experience is not necessarily skill-based for a particular profession. Instead, it connects the experience with the educational goals of a particular course,

such as a Problem-Solving in Teams and Groups and promotes skills that an engaged citizen must have in a diverse society.

Organizational Change

With the introduction of Goal 4 of "Engaging Scholarship to Promote Community" to the strategic initiatives, significant new opportunities that draw on experience are available to students. Toward that end, the Center for Civic and Social Responsibility (CCSR) at KU is focusing on experiential learning programs and incentives that encompass all of the different types of engaged learning. For instance, one way students can accomplish Goal 4 of KU's mission in engaging with community partnerships is to earn a certificate in research experience. According to the CCSR, research experience "promotes students' full participation in undergraduate research, from methodology coursework to the creation of an independent project" (2014). Students are asked to engage in research to spur innovations that will be beneficial to the economic prosperity of the community (KU, 2012).

Additional experiential learning certificates that students can earn through the university are certificates in service learning, leadership studies, entrepreneurship, global awareness, and arts engagement. A certificate in arts engagement signifies that students have the tools to "experience, appreciate, and thoughtfully discuss the arts" (CCSR, 2014). Students pursuing a global awareness certificate engage in academic coursework involving global or international issues, have co-curricular involvement with clubs on campus, and have international experience. An entrepreneurial endeavor that involves students starting and managing a business in their field of study is an experience recognized by the university as experiential learning. Additionally, a leadership studies certificate signifies that students can "effectively engage the

process of leadership, including connecting shared values and interests among diverse populations" (CCSR, 2014).

In addition to certification programs, the university also recognizes internships as an experiential education process. Internships encourage students to acquire experience in a field by joining an organization for paid or unpaid labor for a time and learning about policies, procedures, and expectations. Recently, the university introduced a "Plus-One" option that encourages students to seek out their own experiential learning opportunity that requires 30 hours of involvement with an approved community partner to earn an additional certificate (KU, 2014). This option allows students to individualize the experience, encouraging them to explore how their discipline relates to the common good.

While there are many opportunities for experiential learning, loosely defined notions of experiential education may lead to discrepancies in expectations between stakeholder groups, especially during a time of organizational change. For instance, a faculty member who encourages students to engage in service learning as part of a class project may not understand all of the steps needed for the student to receive certification for service learning at the university level which includes 20 hours of service beyond the time required for the course. Inconsistencies or misinformation may lead to a break-down in successfully implementing the change to more experiential education at the university. This is why it is particularly important to identify important stakeholder groups of experiential education to better understand and then address their communication needs.

Stakeholder Theory

At a recent experiential learning symposium held at the University of Kansas, an array of participants shared their experiences and expectations of experiential education. Representatives

from the Center for Civic and Social Responsibility, Undergraduate Research, Entreprenuership,

Global Awareness, Leadership Studies, Arts Engagement and Research Experience, Institutional

Technology and many more were present (KU, 2014). Given the variety of participants, it is

apparent that many at the university perceive a stake in the success or failure of Goal 4 of *Bold*

Aspirations. In the case of experiential education, those affected by the organization's decisions

and priorities include students and faculty who utilize experiential learning as a pedagogical

approach. Also, as is apparent in the case of KU, administrators and staff have a stake in

fostering the mission of a more engaged student body and enhancing the prestige of their units

and the university as a whole. Community members who utilize the services of the student body

as volunteers might appreciate the increased push for more experiential education. Additionally,

hiring managers of organizations who will one day employ these students might see the

experience a student gains from engaging in experiential education as a benefit for employment.

Bringing a systematic approach to identifying stakeholders and their stakes can help the

university plan and execute communication that most effectively addresses the various

stakeholders' objectives in relation to Goal 4.

Lewis (2007) categorizes potential stakeholders based on 1) power, 2) legitimacy, and 3)

urgency. Power refers to the ability to influence others with or without resistance. Stakeholders

have varying levels of power over the decision-making processes of the organization. For

instance, the Board of Regents has a great deal of power to influence the change process at KU

because of the organizational structure and control over the decision-making process. A change

in the strategic initiatives needs to be approved by this group. Additionally, stakeholders vary in

legitimacy in the decision-making process. Legitimacy refers to the recognition that some group

has a stake in the decision because of socially-constructed norms, values, beliefs, and definitions

(Lewis, 2007). Faculty members are legitimate stakeholders of experiential education because they are at the core of the pedagogy and are responsible for facilitating instruction, while parents might have less legitimacy because they are not typically considered part of the organizational structure. Finally, Lewis (2007) noted that stakeholders can be identified by the level of urgency. Urgency refers to the stakeholders' claim on the organization because of time sensitivity and the degree to which delay in attending to the issue might be unacceptable to the stakeholder (Mitchel, Wood, & Agle, 1997). Accrediting agencies such as the Higher Learning Commission of the North Central Association of Colleges have urgency in regards to the strategic initiatives and the implementation of such initiatives. Stakeholders who possess all three qualities are considered definitive stakeholders (Lewis, 2007) and are likely to have the most influence in affecting the strategy of experiential education.

Mish and Scammon (2010) argued that organizations must consider stakeholders' needs because these needs hold implications for system well-being and, thus, for the well-being of every member of the system. Especially in times of change, it is important to consider multiple stakeholder perspectives because each is a contributing factor of the action and outcomes of the organization. One goal of the organization, especially in times of change, is to manage the interests, needs and viewpoints of each stakeholder group in achieving the overall goal of the organization.

Stakeholders can either help or hinder the organization in a variety of ways (Cots, 2011). Stakeholders may use social capital to leverage influence on organizational decisions. Social capital is the ability of the various stakeholders to secure benefits by virtue of membership in a social network or other social structure (Portes, 1998). For instance, students who participate in experiential education might persuade or dissuade other students to participate through their

accounts of the experience. As Cots (2011) noted, organizations should try to create shared trust that contributes to the common good of both the stakeholder network and the organization. To that end, leaders of the organization should keep lines of communication open, offer guidance and support, be consistent, and be as responsive as possible to the stakeholders' needs and interests in order to retain social capital (Butterfield, Reed, & Lemak, 2004).

In order to gain a better understanding of stakeholder groups, an organization may engage in stakeholder mapping. During this process, important questions are asked: Who are our current and potential stakeholders? What are their interests and/or rights? How does each stakeholder affect us? How do we affect each stakeholder? Additionally, an organization may consider what assumptions they have about their current stakeholders and how that influences their own strategy, especially in times of organizational change. Traditionally, stakeholder mapping has assumed the organization as the center of activity, creating a hub-and-spoke model (see Freeman, 1984). However, the argument has been made that stakeholders may have relationships to one another and to other entities in addition toward a focal organization (Rowley, 1997). Therefore, organizations may find it useful to see themselves at the center of an interdependent web of stakeholders and consider how the various views and opinions of their stakeholders may lead them to influence one another.

Stakeholders may not be readily identifiable or concerned with the problem (Gray, 1985). While some individuals might have a stake in the organization, they may not care to offer their opinion or even be aware that they have potential influence. This might be the case, for example, for a student who does not perceive value in experiential education.   In addition, the level of commitment and influence a stakeholder has may change over time. Gray states that "efforts to convene all stakeholders simultaneously will likely be thwarted by changing dynamics of the

domain" (p. 920). It is difficult to get all stakeholders to agree on one potential solution to a

problem because of the shifting nature of stakeholder participation. In the same way that some

potential stakeholders might be difficult to identify, it is important to note that not all voices can

be represented in the organization's strategies. An overview of potential stakeholder groups for

experiential education at KU served as a starting point for this research, acknowledging these

factors, the data are unlikely to encompass all groups that have a stake in KU's experiential

education.

   Faculty. Faculty members are at the heart of the experiential education initiative.

According the authors of a *National Call to Action* (2009), "Shifting faculty priorities reflect a

larger trend: civic-oriented scholarship infused with diversity and global perspectives" (p. 46).

Faculty members create opportunities through a pedagogy of experiential education that allow

students to engage in often messy real-world settings to tackle complex problems. The outcome

is learning through hands-on experience. On one section of the website for the Center for Civic

and Social Responsibility (CCSR) at the University of Kansas devoted to pedagogy and intended

for faculty use, a testimonial from a faculty member states, "Service learning has enriched my

life as a professor, my students' lives, and the people with whom my students work in the

community." (www.ccsr.ku.edu)

   Students. According to the CCSR website, the process of experiential learning "helps

students understand the project's beneficiaries, strengthens relationships between students and

the larger community, and generates service activities with a tangible impact." According to the

staff of the CCSR, currently 500 to 600 students are working toward certification through the

university. An additional 2,000 to 3,000 students were enrolled in the previous year in courses

labeled as a service learning course, and these students could potentially earn the Service

Learning certificate. It is important to note that these numbers reflect an identified number of

courses that were labeled as service learning, but many other courses might have service learning

components. A recent email (2015) sent on behalf of the Vice-Provost and Dean of

Undergraduate Studies stated:

> "Adding a service learning component to your courses offers significant intellectual and
>
> social benefits to students by engaging them in work that applies their coursework and
>
> involves them in the broader community. With the KU Core, we have the opportunity to
>
> integrate service learning experiences into their degree requirements. The Center for
>
> Civic and Social Responsibility supports you at every step of developing a meaningful
>
> service learning experience for your students." (www.ccsr.ku.edu)

This communication demonstrates the import placed on service learning as part of classroom

instruction at the university. Currently, because of its historical focus on service learning and

because some activities that might qualify as experiential learning are not reported, the center has

fewer data on the numbers of students engaging in more broadly-defined experiential education.

Community members. Experiential education moves the educational experience beyond

the walls of the classroom and into the community. Community members might be the primary

beneficiary for increased experiential education, but they also have to deal with some of the

consequences that assignments such as service learning have for the way their organizations

might operate. For instance, community members may need student volunteers, but to take

advantage of this opportunity, they must train new groups of students each semester because

student volunteer work is anchored in the semester-long class schedule.

To better understand the change in strategic initiatives at the University of Kansas, the

current research identifies the perceptions about the experiential education process of various

stakeholder groups that include faculty, students, staff, administrators, and community members. The guiding research questions for this project were:

RQ1: What expectations do various stakeholders in strategic implementation of experiential education at the University of Kansas have of the process, including definitions of experiential education, their own roles in the change process, and the communication of this change?

RQ2: What elements from this case and the organizational change literature might serve universities attempting to integrate stakeholders toward implementation of significant strategic change?

RQ3: What fractures exist, if any, between perceptions of the process of experiential education and its key components by facilitators of experiential education and students engaging in this type of learning?

Chapter Three: Methodology

This chapter makes an argument for the value of mixed methods for this project. These include observations of experiential education events held on campus, qualitative interviews of members of the various stakeholder groups, and a quantitative survey of students. First, the context for the study based on the case of the University of Kansas is provided. Next, a description of the texts chosen to highlight the organization's push for more experiential education in the curriculum is presented. Finally the interview procedures, the survey process, and analysis of the data are outlined.

Case Study of a University

The University of Kansas recently conducted a comprehensive survey of stakeholders to ask about strengths and weaknesses of the organization. Evaluation of stakeholder responses led to a comprehensive overhaul of the organization's strategic plan (KU, 2012). The new strategic plan for 2012-2017 established six target areas or goals that the university set for improvement in those five years. The goals as outlined on the Office of the Provost website are: 1) We will strengthen recruitment, teaching, and mentoring to prepare undergraduate students for lifelong learning, leadership and success, 2) We will prepare doctoral students as innovators and leaders who are ready to meet the demands of the academy and our global society, 3) We will enhance research broadly with special emphasis upon areas of present and emerging strength in order to push the boundaries of knowledge and to benefit society, 4) We will engage local, state, national, and global communities as partners in scholarly activities that have direct public benefit, 5) We will recruit, value, develop, and retain an excellent and diverse faculty and staff, and 6) We will responsibly steward our fiscal and physical resources and energize supports to expand the resource base.

One of these goals is to "engage local, state, national, and global communities as partners in scholarly activities that have direct public impact" (KU, 2012, p. 35). This goal specifically asks the academic community to invest "its substantial intellectual capital and research infrastructure in order to spur innovation, business partnerships, community collaborations, and economic prosperity" (KU, 2012, p. 35) in building local communities. In order to pursue this goal, many stakeholder groups must come together to engage these communities.

The University of Kansas is used in this study as an instrumental case to map the stakeholder groups relevant to experiential education in a time of organizational change. In an instrumental case study, discourse is examined to provide insight into an issue or to draw generalizations about the phenomenon (Stake, 2005) to be used in similar situations. The University is representative of other research-intensive institutions across the United States that emphasize the pedagogical approach of experiential education. Thus, examining this organization through a case approach can capture the circumstances and conditions of an everyday or commonplace situation (Yin, 2003).

This study considers the organizational messages that have been produced by the university. According to Hoffman and Ford (2010), organizational rhetoric is "the strategic use of symbols by organizations to influence the thoughts, feelings, and behaviors of audiences important to the operation of the organization" (p. 7). The organizational rhetoric crafted by the University of Kansas through the *Bold Aspirations* publication, on its website, and the information dispersed via the Center for Civic and Social Responsibility targets a multitude of stakeholder groups. Dominant among these are the 1) university community, 2) students, 3) faculty members, and 4) the local community. Documents produced by the university, including *Bold Aspirations*, organizational websites and emailed correspondence from the provost and

chancellor to faculty and staff and to students were analyzed using thematic analysis. In addition to these publications, information disseminated by the Center for Civic and Social Responsibility through the center's website, flyers, and emails were analyzed to better understand the information being dissemination to the various stakeholders of experiential learning. As this is a recent change at the university, only material published after 2012 was analyzed.

Stakeholder Perceptions and Interviews

To review, a stakeholder is anyone who has a vested interest in the success or failure of an organization (Freeman, 2004). Noting that not all stakeholders are equal (Barringer & Harrison, 2000), considering stakeholders often starts by determining which stakeholders have power, legitimacy, and urgency (Lewis, 2007). Following Institutional Review Board approval (Appendix A) and utilizing the networks the researcher had already established with the Center for Civic and Social Responsibility, the staff were asked to list the names and roles of individuals they saw as potential stakeholder representatives of experiential education. These individuals were then contacted by the researcher via email (See Appendix B) explaining the purpose of the study and inviting them to participate in an interview.

To answer the research questions about stakeholder perceptions, qualitative methodology was used, allowing participants to describe their own experiences of experiential education and involvement with the change. Qualitative methods allow a researcher to explore how people create what is distinctly human—civilizations and culture (Christians & Carey, 1989). Qualitative methodology stresses the socially constructed nature of reality and embraces the situational constraints that shape inquiry (Denzin & Lincoln, 1998). Corbin and Strauss (2008) asserted that qualitative research "allows researchers to get at the inner experiences of participants, to determine how meanings are formed through culture, and to discover rather than

test variables" (p. 12). This approach allows for flexibility and adaptability based on new viewpoints discovered during the course of data collection.

Once stakeholders were identified, the interview process began. Lindlof and Taylor (2011) define interviewing as a conversation with purpose. Both the interviewer and interviewee negotiate meaning throughout the course of the interview leading to a co-construction of meaning. The co-created nature of the interview allows participants to discuss information and experiences that are relevant to them. Interviews encourage participants to discuss their own experiences with expansion of experiential education opportunities and to identify the challenges they have faced in this change. At the beginning of each interview, the purpose of the study and the research was provided to each of the participants. They were asked to review and sign the informed consent form as required by the Institutional Review Board (see Appendix C).

During the course of interviews, the researcher established a direction for the interview and then pursued additional topics raised by the interviewee. A semi-structured interview guide (See Appendix D) was used to encourage participants to share their stories. Semi-structured interviews allow for flexibility in the interview so if a participant shares a particularly relevant story or interesting piece of information, the interviewer may probe deeper into that topic (Frey, Botan, Friedman, & Kreps, 1992). The protocol in this study sought to prompt participants to relate stories of their encounters with experiential education, asked them to define the term, and then asked about their interactions with other stakeholder groups. Additionally, the questions specifically sought input about the change in strategic initiatives. Throughout the interview process, the researcher attempted to build rapport with the participants by engaging in dialogue to get a deeper understanding of their beliefs about experiential education. This type of rapport is not possible through quantitative approaches (Frey et al., 1992).

In this case, participant voices were privileged. The interview served a referential purpose for the researcher and provided the opportunity to see a communication phenomenon through the eyes of another. Qualitative inquiry is aimed at systematic knowledge. The primary goal is to interpret others' interpretations of the world around them which should lead to empathetic research that privileges the voices of the participants with the understanding that interviews lead to the "rhetoric of socially situated speakers" (Lindlof & Taylor, 2011, p. 173). The responses of participants gave insight into the change process that was not accessible by reviewing just the organizational literature. The reactions of those involved in the change process provide insight into its successes and failures.

Fourteen interviews were conducted with faculty members, staff, administrators, students and community members. The interview data confirm that these individuals represented the most influential stakeholder groups of the organizational change. In the eyes of the interview participants, some groups considered as possible influential stakeholders were discounted. For example, future employers were mentioned as a consideration but not as instrumental to the change process. Legislators were only considered if introduced by the interviewer. Thus, these stakeholder groups were not interviewed. A total of 11 hours and 48 minutes of interview data was transcribed, resulting in 355 pages of single-spaced transcripts. Interviews ranged from 28 to 65 minutes. Some stakeholder groups had time and location constraints that were prohibitive to lengthy interviews. All material related to the research process, including the consent forms, will be retained in a secure location for three years after the conclusion of the study. All interviews were audio recorded for later transcription with the permission of the participants. Mid-way through the research process, a quantitative study of student perceptions was added to provide additional depth.

Student survey

Given the apparent range of student perceptions in the initial interviews, it was evident that a survey examining student experiences with experiential education might provide a clearer picture. Therefore, an online survey of students enrolled at the university was added to the project design to determine if the themes present in the interview transcripts of students were present in a larger sample of undergraduate students. Approval for the modification was secured from the Institutional Review Board (See Appendix E). A consent statement for participation (See Appendix F) was included in the survey. Questions were similar to those asked in the interviews but modified to accommodate an online survey (See Appendix G). According to Frey et al. (1992), survey research contributes to qualitative data in demonstrating "how large groups, even whole populations of people think about something" (p. 85). From this survey data, the researcher was able to determine if themes present in the interviews were also present in a larger population.

A Qualtrics survey was distributed to the subject pool for KU's introductory public speaking course. A total of 115 undergraduate students representing a variety of majors including Biology-Genetics, Civil Engineering, Business Management and Leadership, and Communication Studies started the survey. Eighty-seven participants completed the survey. Participants ranged in age from 18 to 40. The sample included 46 males (40%) and 69 females (60%), and was primarily freshman (n=78, 68%) and sophomore (n=21, 18%) students. As is the nature of the introductory course, there were fewer junior (n=7, 6%) and senior (n=8, 7%) level students represented. While many students were in their first year at the university (n= 88, 77%), 70% (n=81) reported in engaging in an experiential education opportunity while at KU. Of those, 49 students had engaged in two or more experiences they categorized as experiential.

Data Analysis

Throughout the interviewing process, the researcher engaged in memo writing and reflection. Corbin and Strauss (2008) describe this strategy as the creation of written records that analyze the data during collection. Memoing should occur from the start of data collection until the completion of the research project. Memoing allows the researcher to track themes as they develop and helps move the research in new directions based on data.

Throughout data collection, the researcher used thematic analysis to analyze the interview transcripts and observation notes. Owens (1984) suggests looking for recurrence, repetition and forcefulness while engaging in thematic analysis. While recurrence is the repetition of a similar idea, perhaps with different wording, repetition occurs when two participants use the same key words. Forcefulness occurs when participants use vocal inflection, volume, or dramatic pauses to add weight to the information they are sharing. In addition to Owens' (1984) suggestions for thematic analysis, the researcher also looked for "ah-ha" moments or instances when the participants noted something of particular interest that might be used to engage other participants in discussion. These ah-ha moments are what led to the focus on reflection as part of the experiential education process.

While looking for themes in the data, the researcher used open and axial coding (Corbin & Strauss, 2008). During open coding, the data is analyzed for all possible themes that may emerge. Open coding provides an idea of the final themes that might be present in the data and allowed for the creation of a codebook (Corbin & Strauss, 2008) of potential codes to be used in the axial coding process. Axial coding creates "a new set of codes whose purpose is to make connections between categories" (Lindlof & Taylor, 2011, p. 252). Throughout the coding process, the researcher reviewed memos, the transcripts, and the literature to ensure that findings

were grounded in the literature and that the data could contribute to the areas of research by making new connections. While a great deal of data was gathered during the research process, including the communication between stakeholder groups, the focus of the next two chapters will be specifically on the change process to more experiential education and on reflection, a component of experiential education where the change process has not been as successful as might be necessary to tie learning to future outcomes.

Chapter Four: Organizational Change

Changing strategic initiatives:
Establishing a home for experiential education

With the introduction of its *Bold Aspirations* strategic plan*,* the University of Kansas has made a commitment to increasing experiential education as part of its strategic initiatives. According to Goal 4 of Bold Aspirations, the university seeks to "Engage local, state, national, and global communities as partners in scholarly activities that have direct public impact" (KU, 2012, p. 34). A fundamental beginning point of connection between students and communities is experiential education.

In a National Call to Action (2009), the authors note that experiential education is "the first step toward a more fully developed set of civic capacities and commitments—not the least of which is working with others to co-create more vibrant communities to address significant national needs and to promote economic and social stability" (p. 5-6). They argue that students who engage in experiential education are better able to apply course concepts to real-world contexts, become better communicators with diverse audiences, and are better able to respond to community problems. Students arguably not only can develop a sense of social responsibility to the communities they engage with, they also may experience personal fulfillment (Roberts, 2012). Such students excel at clarifying personal, academic, and career goals (National Call to Action, 2009).

The inclusion of experiential education into the core of the university's curriculum represents a philosophical and functional change from foundational didactic classroom instruction to more activity that engages learners. This emphasis on more experiential learning represents a type of change similar to those occurring in other organizations that are changing to

meet external demands such as "market globalization, increasing competition, technological developments, and customer demands" (Zorn, Page, & Cheney, 2000, p. 516). These authors state, "Taxpayers and funding sources are insisting that both government and not-for-profit organizations do more with less" (p. 516). In the case of higher education, stakeholder groups such as the AACU, legislators, parents, and employers increasingly place responsibility for production of quality graduates who are job-ready and civically-minded on universities. Thus, the university arguably desires to emphasize that education *is* the real world. Zorn et al. (2000) describe organizational responses to these pressures for change through becoming flexible and adapting quickly to environmental changes. Among the challenges of these change processes are determining the specific objectives and processes in question and communicating the change to stakeholders. The commitment, or buy-in, of various stakeholders groups is of paramount importance to achieving successful change (Zorn et al. 2000).

As with other significant organizational changes, re-prioritization of experiential education evokes challenges. These include sometimes ambiguous objectives and inconsistent communication, varying interpretations of the objectives and stakeholders' understandings of their own and others' stakes. These are especially evident in large distributed organizations where no single voice is directing all elements of the implementation, and considering stakeholder resistance in its many forms. Additionally, in times of planned organizational change, unintended consequences, those that are outside the intention of the change planners (Jian, 2007), are inevitable.

This chapter examines the change communication process around implementing undergraduate experiential education as part of the strategic initiatives at the University of Kansas. Interviews illustrate a variety of challenges in coordinating expectations and processes

and emphasized the role communication—both effective and ineffective—plays in significant organizational change. Taken as a whole, the stakeholders involved in the change process advocated for increased experiential education at the university, but they agreed that areas for improvement in communicating and managing? the change include establishing a "home" for experiential education in a single unit and more effective recognition of all participants, including faculty, students, and community partners, who engage in experiential education. This recognition should include public affirmation of their efforts and monetary support.

Literature review of Organizational Change

Organizational change scholars such as Lewis (2007), Barge (2008), Fairhurst et al. (2002), and Fernandez and Rainey (2008) outline the range of possible strategies and considerations for communication during organizational change. They agree it is important to establish clear goals for the change. But the process of decision-making and choices throughout implementation may vary. The scope of possible decision-making concerning organizational change ranges from autonomous decision-making where all organizational members can participate in the decision-making process to a rule-bound decision-making where leadership makes all of the decisions (Lewis, 2007). In the current case, town hall meetings encouraged stakeholder participation in the decision-making process. Research demonstrates that when stakeholders have a voice in the change process, they are more likely to be accepting of the change (i.e., Torppa & Smith, 2011).

Additionally, the change process can either be programmed, where a clear goal is decided upon at the beginning, or adaptive, where the goals change during the process (Lewis, 2007). Lewis argues that change agents should assess the intended change and determine whether more input would be beneficial or whether the decision is better made by the leadership. In a change

as large as adapting the strategic initiatives of a university, it is important to get input from as many stakeholders as possible to increase the diversity of perspectives (Fairhurst et al., 2002). However, once strategic initiatives have been established, it is important that a group of key leaders become the driving force behind the change to provide the focus necessary for successful implementation.

Change scholars also propose that agents first consider whether the change is positive or negative for each group of stakeholders and then try to highlight the positive elements in their communication to each stakeholder group about the change. In the current case, the institution has positioned the changes in the strategic initiatives as a necessity to make the university "the State's Flagship Institution," which is presented as positive. Barge (2008) further asks leaders to consider if the change is continuous or episodic. A small change that does not require ongoing adaptation may be more acceptable than a change that is continuously evolving. For a continuously evolving change, more communication and stakeholder buy-in is necessary. In the current case, the change is ongoing and requires support from multiple stakeholders, including faculty, administrators, students, and community members.

Another element for consideration is whether the change is presented as proactive or reactive (Lewis, 2007). A proactive change may sound more innovative but may be harder to defend to stakeholders. A reactive change indicates that outside forces, such as government officials, are forcing the change. In the current case, the strategic initiatives are primarily positioned in response to external pressures to produce civically-minded and actively-engaged graduates who have developed critical thinking and communication skills through applied experiences that they can use to successfully transition to the work place. However, the strategic initiatives reflect a large number of internal stakeholder voices also pushing for the change.

Finally, Barge (2008) noted that the tension of open versus closed change must be managed. The organization must decide from the beginning what level of input they wish from stakeholders. In this case, town hall meetings, open dialogue, and mediated stakeholder input have contributed to the formulation of the university's strategic initiatives. During the fall of 2011, four summits were held at the university to engage in dialogue about the direction of the strategic initiatives. These summits were usually attended by around 200 people whose roles included faculty, staff, and administration (personal communication, September 25, 2012).

Once goals have been established and a decision is made on whether or not those goals can be flexible, the next step is developing a plan to meet those goals. According to Lewis (2007), an organization should conduct an analysis of the input necessary from stakeholder groups to make the change. For instance, the university would need buy-in from faculty to teach courses utilizing this pedagogy and support from staff and administration to put the proper processes in place to monitor the progress of experiential education initiatives. While an organization may not be able to map the entirety of the needed inputs, it should do its best to create a comprehensive list of the stakeholders and inputs needed from them.

Identifying Key Stakeholders

Stakeholders have a role in providing input as a change plan is developed, but they also influence implementation at every stage. Therefore, identifying the range of stakeholders and their likely concerns is central to change planning and execution. Organizations may focus a change effort around a limited group of stakeholders, but failure to consider the broad range of groups or individuals affected by the change opens organizations to additional challenges (Aktouf, 1992; Fernandez & Rainey, 2006).

Lewis (2007) defines Stakeholder Theory as the mapping of potential stakeholders and the crafting of strategies for communication. Stakeholders can be characterized by the power they hold over the decision making of the organization. For instance, lawmakers have a great deal of power over the change process at the university because they are an important source of funds and articulate arguments about the role of education and expectations of universities. Additionally, stakeholders can be identified by their legitimacy in the decision-making process. Faculty members are legitimate stakeholders because they are at the core of implementing the change through their responsibilities for planning and facilitating instruction. Finally, stakeholders can be identified by the level of urgency (Lewis, 2007). Units on campus such as the Center for Civic and Social Responsibility, Undergraduate Research and Study Abroad, who are tasked with increasing experiential education on campus, have a sense of urgency in ensuring an increase in participation. Stakeholders who possess all three qualities are considered definitive stakeholders (Lewis, 2007) and are likely to have the most influence in the change process.

Fairhurst et al. (2002) argued that organizations can increase the likelihood of a successful change by considering a multitude of stakeholders and including them in decision making. Among these are employees at all levels, who are viewed as active, important collaborators in the change process (Wanous, Reichers, & Austin, 2007). Acknowledging and integrating all of the salient stakeholders can be daunting, however. Despite the importance of hearing multiple voices, it sometimes becomes overwhelming to try to address individually the sometimes conflicting opinions of the change process. It is also important to note that a single stakeholder can hold multiple identities in relation to the organization. A faculty member might also be a mother to a student, so she might also be focused on considerations for what she wants

for her child in the classroom. Understanding the various stakeholder groups and their positions on the change is a key influencing factor on the change process.

Obstacles to Change

Change often creates uncertainty and in turn uneasiness amongst those who must engage with the change. The change process often requires those driving the change to manage dualities, or the tensions that arise when change is introduced (Barge et al., 2008). Dualities refer to the oppositional forces that are typically manifested in a conflict of perspectives, values, or actions (Seo, Putnam, & Bartunek, 2004) and are often referred to as tensions (Stohl & Cheney, 2001). Dualities reflect polar opposites that often work against each other but are not necessarily mutually exclusive (Barge et al., 2008). In the current case, one such tension involves encouraging faculty to engage in sometimes time-consuming experiential education activities when this might be at the expense of their research.

Lack of clarity about the purpose of the change can be a bottleneck to the process. If key stakeholders do not understand why a change is being made, it is often difficult for them to support it and harder to engage in activities that will lead to successful change. This often leads to a lack of meaningful participation and cynicism about the change. Wanous, Reichers, and Austin (2007) define change cynicism as a pessimistic outlook for successful change. Cynicism may lead to blame being placed on change agents by participants for lacking the motivation or the ability to successfully implement change. The authors argued, "If there is widespread cynicism about change in a particular organization, it seems likely that even the most sincere and skillful attempts at organizational change will be impeded by the prevailing cynicism" (p. 134). When people are cynical about a change, they may fail to think through how they might contribute to the change or execute their assignments related to it. Thus the change can stall. In

particular, important timelines may not be met, leading to considerable consequences in terms of making all the pieces of a change fit together.

As mentioned previously, it is important to get stakeholder buy-in. Jian (2007) noted that, as employees are tasked with changes, it is important that management helps translate "new rules and structures into everyday practice" because "employees demand a new discourse that can help construct coherent meaning in their continuous flow of work experience" (Jian, 2007, p. 25). In some cases, top managers are engaged with a change and force it, regardless of advice from people closest to the change. That can generate resistance, especially if those stakeholders who are more familiar with the organizational processes maintain that agents who are forcing a change do not know enough about the possible complications or consequences of the change. In the current case, administrators charged with increased experiential education do not have classroom experience of the pedagogy, which is often time consuming and challenging, both operationally and interpersonally.

Another pitfall of organizational change occurs when responsibility for the change has not been properly identified. Often times individuals who are not the change agent may think that it is not their responsibility to make sure the change is enacted. Thus, it is important that change managers are clear about identifying who is responsible for what parts of a change, as well as who is ultimately responsible. The strategic initiatives establish this goal as a university-wide mission with particular units, such as the Center for Civic and Social Responsibility, Undergraduate Research, Career Services, Study Abroad, and the Office of First Year Experience as leading the charge. Once those responsible for the change elements are identified, it is important that they engage in the change, not only communicating about the change but also engaging in behavior that demonstrates their support for the change.

Finally, reasonable expectations for the change must be established. The University of Kansas has attempted to do this by publishing *Bold Aspirations,* establishing a location on its website for progress reports, and communicating via email the continued importance of this change. Unrealistic expectations will certainly lead to failure and a disenchantment with the change process. If small achievements can be celebrated and realistic expectations set, then the change is more likely to be successful. Drawing together these lessons learned about change implementation, scholars including Fernandez and Rainey (2006) and Lewis (2007) outlined ideal strategies to create change.

Enacting the Change

According to Lewis (2007), two opposing themes regarding the way change agents should use communication emerge from the literature. The first school of thought is that leaders should articulate a clear purpose and compelling justification for the change. This approach involves top-down communication. The second approach asks for stakeholder participation, and empowerment becomes a key concept when implementing change efforts, more a top-down plus bottom-up approach. Both Lewis and Fernandez and Rainey (2006) highlight the importance of acknowledging stakeholder groups and their stakes when enacting a change. Leaders must articulate why the old way of doing things no longer works and what benefits key stakeholders will gain from enacting the change. Stakeholders also need to be provided with a clear plan. In order to reduce uncertainty, those involved in the change need to understand their roles and the tasks they need to complete to make a successful change.

Messages from leaders in support of the change are critical to leading others, beginning by establishing a rationale that stakeholders can understand and that serves as a basis for stakeholder engagement (Fernandez & Rainey, 2006). Change agents also need to build internal

support from stakeholders. In the current case, these would be faculty, staff, administrators and students. Additionally in this situation, external support from key stakeholders such as employers, parents and legislators, who fall outside of the organizational structure, needs to be gained.

Once support is gained, it is important for the organization to provide the resources necessary to institute the change. Ideally, based on the organization's analysis of what is required for the change, they should understand what resources are needed and have the budget to provide the resources. Finally, the organization is challenged to institutionalize the change by making it part of the organizational culture. As Barge (2008) noted, it is sometimes necessary for the organization to decrease organizational identification during the change process by separating the future of the organization from the past. The change has to become a part of the new everyday fabric of the organization for it to be successful.

Methodology

The University of Kansas presents a case study of an academic organization that has chosen to place emphasis on experiential education as part of changed strategic initiatives. A case study approach allows a researcher to "retain the holistic and meaningful characteristics of real-life events" (Yin, 2003, p. 2). Further, the case study approach answers the questions of how and why (Larson & Pepper, 2003; Yin, 2003) participants engaged in the change process and has been effective in analyzing organizational processes in the past (Yin, 2003). Although the University of Kansas has deep roots as a research-intensive institution, it also has made a commitment to service, and experiential learning as a means of serving its communities and guiding students to integrate service in their lives as part of its organizational goals.

Data incorporated into this study included university publications concerning experiential education, a booklet outlining the university's strategic initiatives, the organization's website, and emailed correspondence about experiential education from the university to the various stakeholder groups. These helped to highlight the university's emphasis on more experiential education. The researcher also observed interactions during university-sponsored events promoting experiential learning held on campus. These events included an "Assessment of Student Learning in Curricular-Based Community Engagement" workshop, an "Experiential Learning Symposium" and a gathering where students received recognition for their service-related activities and received Certificates in Experiential Learning.

Participants for interviews were identified from these events and from utilizing the Center for Civic and Social Responsibility's network. The researcher sought out participants whose specific experiences with experiential education could add perspectives. This type of sampling is considered theoretical construct sampling, where persons are "elected according to the criteria of key constructs" (Lindlof & Taylor, 2002, p. 126). For this particular project, the researcher was interested in participants whose roles with the university were directly tied to experiential education or in students who had themselves engaged in this type of learning. Fourteen semi-structured interviews (See Appendix D for interview protocol) with faculty, administrators, students, and community members involved with the change process elicited open-ended narratives (Lindlof & Taylor, 2002) relating to participants' experiences of the change process. Pseudonyms are used in place of participant names. Additionally, to protect the identities of participants currently involved in a significant organizational change, identification of their job titles, and their organizational and educational backgrounds was omitted.

Throughout the interviews, the researcher took field notes that highlighted key points in the interviews, powerful statements by participants, as well as emerging themes from the discussion. Open and axial coding was used to develop codes based on recurrence, repetitiveness, and forcefulness of participant responses (Owens, 1984). Participant responses addressed the challenges of the change process, highlighted successes of current communication, and provided suggestions for improving the inclusion of experiential education in to the university's mission moving forward.

To better understand the change toward increased experiential education at this university, the following research questions are posed:

RQ1: What perceptions do key stakeholders in strategic implementation of experiential education at the University of Kansas report of the process?

RQ1a: What similarities and differences do their accounts reflect about the implementation of the change?

RQ1b: How do they describe their own roles in the change process?

RQ1c: How do they describe the successes and frustrations of communication of this change?

RQ2: What changes do stakeholders in this case advocate for improve change implementation?

Findings on the Change Process

The publication of *Bold Aspirations* articulated a clear goal for the university to engage in more experiential education as part of the strategic initiatives. Callie, a faculty member in design and recently appointed administrator for experiential education, noted the change in the university's mission, "And I think we're in great shape with the strategic plan and the core.

There's the whole new goal of social responsibility and ethical behavior and the university has had nothing like that before in its gen eds." She noted the import that this goal has at the university and the expectations of the university's leadership. When discussing her role in achieving Goal 4 of *Bold Aspirations* that calls for engaged learning that partners with the local, state, national, and global community, Callie commented "When I took over in this job, I asked what happens if I don't make the metric (number of students certified in experiential education) and they sort of chuckled and said, no you'll make the metric. And so it was very clear to me that there were no -- failure was not an option."

The bar has been set high for administrators of experiential education like Callie. Many of the interviewees demonstrated their passion for reaching this goal. Sheena, an administrator involved with the Study Abroad Program, noted the rewards of interacting with the various stakeholder groups in achieving Goal 4, "Everybody who's engaged in the process is somewhat passionate or excited about it so we work with like-minded individuals more often than not and that's, it's fun because you're just having a conversation about all of the various possibilities."

As Lewis (2007) urged, change agents need to establish clear goals. Callie stated hers, "I want KU to be known for something innovative and that really makes a difference in both the university and the community." This goal clearly aligns with the organization's goal of being the "the State's Flagship Institution," achieved in one way by engaging in scholarship that promotes the community. While most of the participants shared their high aspirations, they also noted some of the challenges to the organizational change.

Challenges to this Organizational Change

One obstacle is the need for a revolutionary change from a research-driven institution to one where service is celebrated. Robert, a faculty member in the journalism department, stated

one of the biggest challenges to successfully implementing the change is changing the values of the organization, "At KU, the service culture is minimized. You know in fact, I've been on the promotion and tenure committee for the school, for the university. The whole idea that research should come first because we already assume that you know how to teach. And service is a distant third….We really don't care what you do in the interest of public service; it doesn't count, it doesn't matter."

Callie noted she also faces challenges when talking with university administrator's about experiential education, "So the group that I work with the most are administration; always trying to keep service learning relevant to them because we definitely are a research school. And service learning sometimes has that kumbaya touchy-feely stuff." She noted that often administrators do not see the value of experiential education.

This presents a challenge that the messages crafted by the organization and the attitudes of organizational leaders do not align. Suzy noted the discrepancy in the core goals and the challenge to meet those goals without having a clear understanding,

> "It's, you know it's a good thing, I think it fits in with the KU core, there's an actual core assignment to it so everybody wants to say, yeah, yeah, I'm doing that too, I'm a team player, I contribute in some way. But are you really and let's really look at what it is that you've got going on. So yeah, I guess a challenge is just working with folks who have the enthusiasm but maybe aren't totally clued into what it [experiential education] is."

Nathan, an administrator in Career Services, pointed to misunderstandings stemming from distrust of organizational change, "many of the faculty are going to say, hey, we're very traditional, classical curriculum. So it makes it harder to change to include the experiential,

right?" This represents stakeholder resistance, where a change in organizational mission requires an individual to reorder reality and resocialize to a new organizational mission.

Suzy noted that buy-in from faculty is important, "But I think what you need is a whole faculty who says, this is a priority; let's make this our goal this year to put this into every classroom and now let's put all of our classes on the table and say, how are we going to do this. But in my world, I find that faculty tend to be too territorial."

Sheena encountered similar challenges when trying to sell faculty on study abroad opportunities, "You know with some faculty or some academic units, not all, but really helping them understand the value of the project and why it matters for their students. You know I think a lot of faculty, particularly older generations of faculty, their international experiences happened at a later time in life and they don't understand the importance of it now."

Larry, a faculty member in Psychology, noted that a multitude of sometimes conflicting communication may be at fault,

> "There's a lot of things going on on campus; it's sort of, in some ways there are way too many things and even to be part of both the CCSR (Center for Civic and Social Responsibility) and the undergraduate research thing is just too much and African Studies and all this other; it's just too much and many of our, many of us are in that situation but it's an evidence of a couple of things potentially; the energy that's going on at the university involving these initiatives but also sometimes the kind of flailing in different directions."

The overwhelming number of activities expected or needed to achieve all of the *Bold Aspirations* objectives might deter participation on the part of faculty and administrators. Experiential Education Administrator Callie noted one challenge is the lack of participation,

"We try everything you know with faculty. We email, we used to have access to a dean's

and director's listserv and we could at least say, hey can you blast us out to your faculty.

The university controls that list and so now we hardly get to use it, so email doesn't

work. We try to, sometimes we'll send post cards or you know and again it's all through

some sort of email. We have a newsletter. We try to have presentations, brown bags.

We'll get a group of faculty together and they'll say, man you guys need to have a, you

know a seminar on this. So we have a seminar on that; we get 3 people."

This is a concern not only for faculty, but for students as well who are trying to earn

certificates in addition to meeting basic degree requirements. Sheena, an administrator in Study

Abroad, noted the biggest challenge was "Ensuring experiential education opportunities for

students while maintaining progress toward degree." She identified some of the challenges to

experiential education in general, such as how time consuming it can sometimes be, the financial

constraints, and the uncertainty involved in planning, in particular a Study Abroad, experience.

Another challenge is that students do not seem to be familiar with the strategic initiatives.

Jackie, a student who had earned both Service Learning and Leadership certificates, responded,

"I never heard of it" when asked about the strategic initiatives at KU. When asked further about

the KU Core, she recalled seeing something about it on the universities enrollment website, "I've

seen them; I've seen them I forget where. Kind of, I think I saw them on the enrollment thing."

All challenges do not stem from the uncertainty associated with change. When

discussing her idea to create a shared space for community members, students, and faculty to

meet up, Callie said the biggest obstacle was funding, "Money. And I think the idea is really

good and everybody that I talk to gets really excited about it and they all sort of have the same

thing; it's like, wow, how are you going to fund that?"

Nathan said he thinks that the university has a long way to go before it can count experiential education as a success. He noted, "But what happens when you're trying to administer these big programs, that that doesn't usually work. So we're limited I think in some ways by the structure and understanding of what a new experiential learning effort could be."

He recognized that in order for the change to be successful, stakeholders and their understanding of the change must be identified,

> "If you're making a push, there are people who don't want to change, who resist change. There are people who are on board with the change but don't understand it and then there are people that, usually a minority that actually understand the change and where it's going but don't do a very good job of communicating that to others."

Communicating the Change

One step that has been a useful strategy in communicating about the change is establishing a collaborative of interested parties in moving the change forward. The collaborative includes the Center for Civic and Social Responsibility, Undergraduate Research, Career Services, Study Abroad, Leadership Studies, and First Year Experience. Adriane, a staff member in the Office of First Year Experiences, discussed the success of the group, "And so you know one of the things I was saying is we're in a good position right now because there's greater intentionality and collaboration across offices."

A primary group responsible for facilitating the change at the university is the Center for Civic and Social Responsibility. The name of this group was changed from the Center for Service Learning in November of 2012 to align with and signal the importance of the new strategic initiatives. According to the center's Assistant Director, "We want the end goal of doing good, not the method or type of experiential learning to be our mission" (personal

communication, September 25, 2013). The end goal is to have students be aware of their roles in

the broader society. The mission statement found on the Center for Civic and Social

Responsibility's website reflects this goal:

> Our mission is to make civic and social responsibility a priority and core focus at the
>
> University of Kansas, where civic responsibility is defined as intentional involvement in
>
> shared efforts to enhance the common good, and social responsibility is defined as
>
> developing self-awareness, concern for others, and the ability to act for the purpose of the
>
> common good. (ccsr.ku.edu).

This mission statement appeals to the shared organizational value of involvement in the

community and provides a blueprint for how students might develop skills to become a civically

engaged member of society.

In addition to its organizational website, the CCSR reaches out to students during

classroom visits coordinated by the faculty in charge of the course and through email. Emails

are sent to students who are enrolled in a class with a service learning component and who

therefore are eligible for the certificate program. According to the Assistant to the Director of

the CCSR, these emails "start a conversation and let them know how these certificates can help

them post-graduation" (personal communication, September 25, 2013). The flyers that are

provided to students during classroom visits detail the certificate programs, which include

certification in service learning, leadership studies certification, and a social responsibility

certification. In order to visit a classroom, the staff at the center must have a faculty member who

supports experiential education and is willing to share classroom time. According to the staff of

the CCSR, the faculty is generally supportive of students getting certified. Interesting to note,

the staff finds younger faculty and graduate teaching assistants are more likely to incorporate

experiential learning into the classroom than other faculty. In addition to classroom visits,

presentations to students in first year experience classes are used to promote the new goals of the

center and hosting fairs (referred to as tableing) are used to introduce certificate programs.

Sheena, an administrator with the study abroad program, also focused on communicating

the importance of experiential learning with the various stakeholder groups, stated,

"And then we have an outreach team who works really closely in, marketing isn't really

the word that I like to use but really getting the message out about study abroad to

students and their parents, letting them know what opportunities exist at KU, holding

some of those first step information meetings; how do we get started, how do we narrow

down programs, etc. And then with parents, it's a little bit of everything."

While these strategies have been successful in increasing the number of students who

participate in experiential education, Lewis, an administrator of one of the experiential education

branches, noted that there are still areas of improvement in regards to communicating with key

stakeholder groups, especially parents, "They don't understand, and we do a horrible job of

helping them understand. Now, if they're interested in, and that's what we're working on. Can

we create a visualization of what it means to do this?"

Study abroad administrator Sheena also pointed to the need for more communication with

the various stakeholder groups,

"You know really engaging the key stakeholders to say, do you, what do you want your

students to accomplish while they're here at KU and earning a degree in major x and how

can that, how can international study complement that or actually satisfy some of that?

So outside of just the core, what learning objectives do you have and how can that be

accomplished internationally? And we need faculty to weigh into that process and in

doing so, then we can find best fit institutions that will help further the process"

Lewis and Sheena proposed that the kind of communication that is already taking place needs to

be increased and targeted to specific stakeholder groups.

Community members are also aware of the strategic initiatives. Lilly, a leader with a

local volunteer organization, had the information readily handy during the interview, "I have a

folder. Yes, I literally do. It is, yeah KU's strategic direction." She embraces the new strategic

initiatives and views them as an opportunity, "I am not actually threatened by it. If KU is more

strategic about their civic engagement, I would think they would want to utilize [volunteer

organization] as a resource. I mean that's my interest."

However, she stated that it wasn't the university who initiated the information sharing.

She outlined how she received the information, "Just being totally honest on that. Everything

I've gotten, I've solicited. And I'm pushy, assertive, aggressive." While she said she

appreciates the personal connections with university administrators and faculty, she wishes that

as a whole KU communicated better with community members.

Establishing a Home

As with any organization, a multitude of messages is being distributed about the strategic

initiative of increasing experiential education. A suggestion shared by many of the participants

was the need for a centralized location for all units involved. Sheena stated, "So there needs to

be a home for those experiences somewhere at KU so that scaffolding can be put in place."

Nathan agreed,

"My opinion; they need to, they need to well centralize is not necessarily the right word.

Consolidate career and experiential; they need to have somebody who knows it can you

know be able to administer that in a very, they just need to be able to administer it.

That's the big thing. And then there needs to be the resources to support it. But the thing

about it is, if you consolidate some of that stuff under the leadership of you know an

administrator, I mean like some universities are, have VP's of career development or

VP's of experiential learning."

Nathan said he understands the challenges of defining experiential education and putting all

those experiences that may count under one umbrella administrator. However, he said a

centralized location for experiential learning is paramount in being able to track and assure the

quality of career and experiential learning opportunities.

Adriane, an administrator in the Office of First Year Experience, agreed that a central

location would help to answer some of the questions of what should and should not count as

experiential education. She stated, "If we could build a center for experiential learning, that, I

think we would be incredibly well-suited to understand what that would mean and what would

we need that center to be and it would be great!"

Robert, a professor of journalism, described an idea where such a center would best serve

the students, the stakeholder group he thinks is most important to experiential education, "So I

really think that if you're going to make it important, then you need to make it more visible." He

suggested, "Where would I put the Center for Civic and Social Responsibility? I would put it on

Wesco Beach because that truly is the heart of KU."

Lilly, the leader of a local community group who uses student volunteers, discussed how

a central location would also help her when connecting students with organizations in need,

"I mean there's just, you know if we had some sort of mapping at the same time we've

got agencies scampering around running to student senate and CCO and Rock Chalk

Review you know saying, oh pick me, pick me, pick me, pick me, I'm doing really good

stuff."

She stated if there was a central location for all of the information on student volunteers and

organizations in need that more cooperation between the university and the community would be

possible. Lilly stated a challenge from her perspective was in the turnover in students, especially

those in charge of volunteer groups, and staying connected during times of transition. She would

like to partner with the university to make sure that the information got to the right people at the

right time. She also highlighted another challenge, "It doesn't always seem like we see each

other as mutual resources. I would love it if the university saw [volunteer organization] as a

resource to connect them to community opportunities. I don't believe that's how we're

perceived." Thus, Lilly would like a seat at the table, "I would love it if there was a seat at the

table when it came, for different folks at different points in time. So for example, if there was a

coordinated effort around student volunteerism you know, then let's have half of the table be

people and organizations at KU who are trying to push out student volunteers and let's have half

of the table be organizations" in need of volunteers.

Callie also described big ideas for establishing a home base and said her biggest goal is to

establish a space in the community where students, faculty, and community members can

interact. She described her dream,

"I have a strategic initiative that is a long shot but if it happens, I will be very excited and

KU will be on the map. I want to buy a building on Mass Street and that will be, we want

to call that Open Space. And it's based on the sign, come in, we're open. And what we

want is a big university community think tank and what would happen there would be a

place for the community and the university to talk; a conversation space. So maybe

there'd be brown bags where we can talk about what community issues are and then we

can figure out what university resources are available."

She explained the benefits of such a place, "And then it just shows KU puts its money where its

mouth is. We want to be part of the community; well, there you go. We're not on the hill; we're

down where the community is."

There is a need for the university to clearly establish that Goal 4 of the strategic plan is

indeed a priority. Many participants suggested that experiential education needs a home that is

visible where all stakeholders can have a seat at the table. Nathan presented his vision for the

centralized notion,

"To think about how it could influence the whole system if we bring together one idea

and we have the strategic initiative and we say we're going to really focus on it and put

some structure behind it and then we can help everyone involved."

Recognition for engaging in Experiential Education

Not only do participants believe that those involved in experiential education should be

centralized, they also believe that participants, whether they are faculty, administrators, students

or community members, should be recognized for their participation. Administrator Lewis stated

there should be extrinsic as well as intrinsic rewards, "Now the faculty who do it, do it because

they like it. There's no extrinsic value; nobody gets a promotion or tenure because of the service

learning projects they do."

Larry, a professor of psychology, argued that university leaders should show their support

for faculty by providing monetary rewards, "Beyond that though, you know if the university

would provide money in pocket; put their money where their mouth is for people who are doing

some of these things. I think that would go far to validate it even more."

Administrator Callie agreed, "I think we would devote more resources to faculty. I think at the schools that are very successful, there's either funding for class projects or we would have more faculty development grants." She went on to say that not all rewards are monetary. She suggested, "Giving faculty some time off. I would love to send more faculty to conferences to learn."

Suzy noted a similar emphasis on recognition from her recent conference attendance, "I just got back from a conference on assessment and so many schools provide some kind of an incentive to get people to participate in things and not big incentives; little incentives."

Sheena, when discussing barriers to engaging in study abroad opportunities, stated, "I also think valuing the work that faculty do; it's not part of the promotion and tenure process right now, study abroad, leadership or I think most things related to experiential education." She proposed that the tension between time invested in researching and engaging in experiential education might be a key reason engaging in this type of pedagogy is not embraced by faculty.

In order to change this perception, Administrator Lewis said that it is up to top administrators to show the importance of engaging in experiential education, "That the community, that the KU community cares about this and celebrates it and makes it visible on campus. Service learning, undergraduate research; pick the area." Suzy agreed, "I think that you need high up leadership folks to say, this is important and then put some teeth behind it."

Student participants indicated that, just as administration should demonstrate the importance of experiential education to encourage faculty to get involved, faculty have to demonstrate commitment to the pedagogy to students. Fran, a junior majoring in global and international studies who has received certificates in both Global Awareness and Service Learning, stated, "But I think also just having more teachers recognize that they could benefit

from having their students partake in these programs." She said that increasing awareness would be key to success, "But I think just expanding the, pretty much, yeah the amount of students know about it would be incredibly helpful." She stated the increased awareness would lead to increased participation and in turn recognition, "And it's very hard then for students necessarily all to get involved in what KU is doing or activities at KU and so this gives students another opportunity to feel connected to KU because they're being recognized for what they're doing even if it's outside of the classroom."

Showing the value to parents is also important to successfully implementing the change. Administrator Lewis noted,

> "As a parent of children, if I'm going to spend $100,000.00 on my student's college education you can be dang skippy I'm going to want to make sure it's the best experience for them. Right? I mean taking out the dollar amount out, if I'm going to have my student invest 4 years as a young adult, they really should have a good experience. And we can really engage parents about the importance of experiential learning that we haven't done here at KU ever. And I think that group could really help us shape and mold the students."

He went on to say, "Because I think we've gotten to the point where we're a state university that's tuition driven and we have to show that part of the, that stakeholder group, that their investment is, has value."

Administrator Lewis also noted the importance of showing outside stakeholders how the university is engaging in experiential education,

> "So it's not that it's just cool to do what Jenny does but how to show either visually with a graph to say here are all the students who did experiential education; they graduate at a

higher rate, they enjoy their experience a lot more, they do all the, these students get all

the benefits of a full KU education. Here are the students who didn't do it; they don't

graduate as fast, they don't, they drop out more. This is why you want to do it; just to

show that if has benefit to you."

Through recognition, Lewis said, experiential education can be a success at the

University of Kansas, "I think my job is to make it more visible. So we don't tell; we have a

great service learning story here at KU and I wish we could tell every state legislator like, these

are the students that came from your county to KU." He went on to say, "We've got to figure

out a way to do that better. We've got to make it more visible"

Change is ongoing, thus it is important to consider what the organization can do moving

forward. Sheena suggested,

"I think the university can continue to value publicly experiential education and study

abroad specifically. I think KU does a pretty good job of that actually. But the more

messaging that comes to our academic departments from above that says this is really

important to us, the more times that message is heard, the more you know those units

respond and say, what are we doing in this area and how can we improve it."

She added that experiential education needs to persist instead of being a passing fad at the

university.

You know I think there's multiple; I think across the U.S. in public higher education or in

higher education in general, we're recognizing the value of practical or hands-on

experiences in learning. I think there's demonstrated evidence that these types of

experiences lend to retention and, you know, reduce time to degree. There are also

frequently the experiences through which alumni most, that generate loyalty to the

university for alumni."

Callie argued for the future of experiential education at KU, "So I think the university is saying

any kind of experiential education is important for persistence, retention and graduation. And so

as long as, I hate to be crass about it; as long as experiential education can prove it moves those

three things along, it will stay."

Discussion

Many of the change implementation steps proposed in the literature have been taken at

the University of Kansas. The organization articulated a clear purpose in its presentation of the

six major goals of the new strategic plan. Widespread participation and active solicitation of

ideas (Lewis, 2011) in the change process has ensured that many stakeholders' inputs were taken

into consideration while crafting the strategic plan. Once the strategic initiatives were

established, the Office of the Provost engaged in active dissemination of the information through

the creation of a booklet clearly outlining the strategic plan, establishing connections between

such key offices as the CCSR, Undergraduate Research, and the Career Center, as well as

consistently promoting the goals through organizational messages such as emails from the

Chancellor, Provost and Dean of the College of Liberal Arts and Sciences. These messages

report about organizational support units and particular experiential projects, clearly advocating

support for implementation of experiential education. However, as Wanous et al. (2000) noted,

there is a difference between theory espoused and theory in use. As *Bold Aspirations* will

change many of the ways that the university goes about business as usual, it is important that

leaders continue to focus on steps to ensure that the investment made so far in the change

continues.

Specifically, as suggested by Fernandez and Rainey (2006), the university needs to continue to focus on institutionalizing change. Interview participants in this study described some of the changes that could move that process forward. These include further support for establishing a clear home for experiential education at the university to demonstrate the importance of this pedagogy. As several participants discussed, a centralized location and network of experiential education administrators would help students and faculty alike in incorporating experiential education into the curriculum. Additionally, a central clearing house and information center would make it easier for community members to gain access to those units on campus who have active and willing volunteers to engage in partnerships.

Another strategy for leveraging investment in experiential education to date is to support participants more powerfully. Participants in this study identified reward for faculty as critical, through acknowledgement in faculty evaluation, financial support, or release time. They also identified continuing acknowledgement of student participation, through continuation and enhancement of the existing certificate programs. Finally, they argued that community partners who demonstrate commitment to the strategic goals of the university should also be rewarded by gaining "a spot at the table" or having a voice in the experiential education decision-making process.

This examination of stakeholder perceptions of the strategic change to increase experiential education at the University of Kansas drew on a variety of stakeholder representatives. They articulated both positive engagement in the process, particularly in the potential of experiential education for students and communities, but they also identified areas where the change is faltering, is inconsistent, or where the communication about the change is insufficient or confusing. It should be noted that these stakeholders are those engaged in the

process, and what they have at stake are their investments of time and energy, and perhaps in the end, their positions.

Identifying representatives of other stakeholder groups and examining particularly how aware they are of the change in emphasis that includes experiential education would further flesh out the results of the communication about this change. Finally, a follow-up project could provide an important sense of how this organizational change fares over time.

Chapter Five: Reflection

Reflection or recollection: The fractures that exist between academia's view of reflection and student perceptions.

"One might have had the experience but missed the meaning." T.S. Eliot

Much popular press literature pertaining to academic training and employer expectations points to academia's failure to prepare students for the job market by providing the skills necessary for post-graduation success. According to a 2015 article in *The Washington Post* entitled "Why are so many college students failing to gain job skills before graduation?," Selingo reported students believe they have more highly developed skills in areas such as teamwork, ethical judgment and decision-making, oral communication, etc. than employers indicate they possess. The article states that "One of the country's most-sought-after employers, Google, has found that it is increasingly hiring people without college degrees because the signal of the credential is no longer as clear as it used to be that someone is job ready" (Selingo, 2014). The expectation outlined in much of the popular press is that the responsibility for developing these skills in future employees rests on the shoulders of institutions of higher education. Selingo (2014) asserts, "If colleges don't provide the mix of academic and practical experiences that students need and students fail to take advantage of them, pretty soon we'll see other employers [than just Google] looking for alternatives to the college degree as well."

One element that is consistently included, regardless of the type of activity classified as experiential learning, is student reflection. Students frequently are asked to reflect, either in writing or orally on their experiences, with emphasis on what they have learned about themselves or the context and how the experience might inform their future activities (Ash & Clay, 2004). In describing reflective practice, Schon (1987) referred to reflection as "a continual

interweaving of thinking and doing" (p. 281). A reflective practitioner critically thinks about the situation and in the process might "restructure strategies of action, understandings of phenomena, or ways of framing problems" (p. 280). Reflection gives the learner an opportunity to examine past actions to understand future experiences. While the reflection process has been clearly outlined in scholarly literature (See Schon, 1987; Kolb, 1984), few studies examine the perspectives of stakeholders involved in the process of reflecting on experiential education.

This chapter examines the differences in how reflection is perceived by facilitators such as faculty, staff and administrators and how it is perceived by students engaging in experiential education. Stanton (1990) argued that when we require students to engage in reflection as part of the experiential learning process but do not teach them how to reflect, students' learning might be "haphazard, accidental or superficial" (p. 185). The goal of this chapter is to draw from the perspectives of stakeholders involved in experiential education to provide suggestions of how to better incorporate reflection as part of the process. To address this challenge, the following research questions are posed:

RQ1: How do facilitators of experiential education describe their expectations of reflection in light of goals as part of the experiential learning process?

RQ2: How do students describe the process and usefulness of reflection in experiential learning?

RQ3: What fractures exist, if any, between the descriptions of the goals, process, and usefulness of reflection as perceived by facilitators and students in experiential learning?

Using interview and survey data from a case study of the University of Kansas, this chapter argues that students view reflection more as a means to an end, for example for certification earned from the university, than as of a strategy to deepen their understanding. Additionally, multiple barriers exist to quality reflection, including the time required by both

facilitators and students, student's fear that failure of experience, or an unsuccessful project, will result in a failing grade, challenges around the process and practice of reflection, and concerns with assessment of learning.

Review of literature on reflection

Based on a review of researchers such as Dewey (1933); Schon (1983); Boud, Keogh, and Walker (1985), Langer (1989); Loughran (1996); Mezirow (1991); and Seibert and Daudelin (1999), Rogers (2001) identified several key components of reflection. While known by many names, such as reflection-in-action (Schon, 1983), reflective thinking (Dewey, 1933), and mindfulness (Langer, 1989), reflection is foremost a cognitive process or activity. It requires a learner to think back to past experiences to draw future conclusions. Reflection is often emotion-inducing in that the recollection is often valenced based on the experience (Boud et al., 1985). More positive emotions might be felt when a project is successful. Students who engage in experiential education that they enjoy might perceive that all experiential education is enjoyable. Those who experience struggles such as difficult communication with a community partner may see experiential education as an obstacle to classroom success instead of an opportunity to learn from a challenging situation. Thus, students may experience more negative emotions. Additionally, reflection requires the active engagement of the learner. Dewey (1933) used the terms "active, persistent, and careful consideration" of the experiences. Reflection by its very nature is also contextual. The experience shapes the way that we critically assess our behaviors and our responses in the given situation and apply what we learn to new experiences.

Reflection is consistently identified as central to the value of experiential education (Dewey, 1933; Schon, 1983; Ash & Clay, 2004). In describing his constructionist approach to education, Dewey (1933) asserted the cycle of exploration, action, and reflection as being

integral components to the learning process. Kolb (1984) similarly advocated learning through experience and reflection, noting the importance of reflection in that knowledge is gained through conversational, reflective experiences. As part of the experiential learning cycle, he argued, students should engage in activity and then think about those experiences. Reflection is essentially a communicative process in that it can occur by talking or writing about concrete experiences. It is part of a cycle that includes concrete experience, reflective observation, abstract conceptualization, and active experimentation (Kolb, 1984). Through the reflective process, new knowledge is created and learning takes place (Ash & Clay, 2004).

Kolb's Experiential Learning Cycle

Kolb's model of experiential learning includes four elements with two each forming a dialectic. The first of Kolb's elements is concrete experience. In this part of the cycle, the learner grasps information by experiencing the concrete. For instance, in a service learning project, a student could engage with a non-profit organization to raise funds. The student might experience the challenge of rejection when asking for donations. This is part of the first dialectic of apprehension or gaining new knowledge. Next the learner engages in observation and reflection, which helps facilitate the comprehension dialectic of the cycle. In this stage, the learner reflects internally on the experience. The student might write in a journal about the feelings she felt when she was rejected. According to Burns and Gentry (1998), "during reflective observations, the learner sees the connection between experience (performance) and the target concept" (p. 138). While the first part of the cycle, the experience, is bound by time, the second stage is not and can happen moments after the experience, days after, or even a lifetime later.
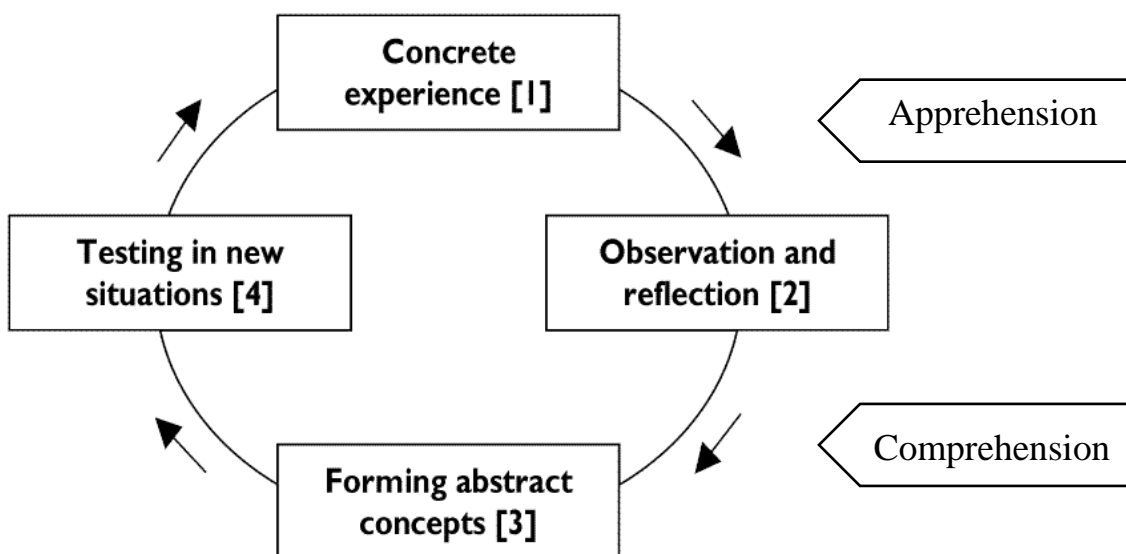
Figure 1. Kolb's (1984) cycle of experiential learning

The next stage is abstract conceptualization, or the forming of abstract concepts, in which the learner applies the reflection to develop new knowledge or ways of engaging in the concrete. Returning to the example, the student might begin to understand that the rejection was not a personal attack but instead a response because the individual did not have the funds to support a cause or chose not to donate to this one. Finally, the learner engages in active experimentation, or testing in a new situation, to determine if the new knowledge can be applied to concrete experiences. Ultimately, the student might be able to ask for a different kind of support such as requesting some of the donor's time. A new strategy is tested in the next concrete experience, completing the cycle.

Challenges to reflection

Burns and Gentry (1998) argued that motivation to engage and learn should be considered as an integral part of the experiential learning process. They claim "without willingness or desire on the part of the student to move through the process, experiential learning does not take place" (p. 138). Learning must be legitimized, meaning the student has to feel that

the new knowledge gained aligns with his or her value system. This legitimization can be a result of either external or internal forces. Evaluation by an instructor would be viewed as an external force while a feeling of self-worth gained from participating might serve as an internal factor. In order to encourage quality experiential learning through reflection, Burns and Gentry (1998) assert "that the identification of manageable knowledge gaps that complement the natural curiosity in a learner, combined with explicit connections to the learner's value system" constitutes the ideal case of learning.

While facilitators might understand the importance of reflection as part of the experiential education process, students may see reflection as outside their expectations of educational involvement. As November (1997) states, "To students who have been brought up on conventional absorb-and-regurgitate learning, it comes as a novel and alarming surprise to find they are expected to create their own learning" (p. 233). Students who engage in experiential education are asked to move beyond the concrete experiences they have in the classroom and be creators of their own knowledge through reflection. Drawing on Bloom's taxonomy, the reflective practitioner must move beyond remembering, understanding, and applying to higher levels of thinking to levels of analyzing, evaluating, and creating (Forehand, 2011). Students are asked to form abstract concepts and are encouraged to test their ideas. Students may make judgments based on their knowledge and test out that knowledge during their next concrete experience. Through experiential education, students should be able to develop the skills to critically think and create new strategies for planning and producing change. This new way of learning may create apprehension for students, who might fear that failing to demonstrate or even articulate their own change will result in a failing grade for the course.

Additionally, teaching students how to reflect is often a challenge faced by facilitators of experiential education. Ash and Clayton (2004) use the term articulated learning to describe a process of reflection that includes objective description of the experience, analysis of that experience that aligns with the course objectives, and articulation of how the objectives learned by the students can then be called upon in future experiences. This type of reflection is structured around four overarching questions: (1) What did I learn?; (2) How, specifically, did I learn it?; (3) Why does this learning matter, or why is it significant?; and (4) In what ways will I use this learning, or what goals shall I set in accordance with what I have learned in order to improve myself, the quality of my learning, or the quality of my future experiences or service? (p. 142). The goal of this type of learning is to move students from simply identifying knowledge to teaching an approach of how to develop judgment based on critical evaluation. The authors ask students to provide guidelines they will use in future situations based on their past experiences.

Demonstrating that students can engage in meaningful reflection can answer the call of various stakeholder groups that demand institutions of higher education be accountable for creating job ready and civically-minded graduates. In order to accomplish meaningful reflection, practitioners of experiential education need to understand the components of reflection as well as the challenges that students face in engaging in experiential education and in particular the reflective process. To this end, qualitative and quantitative data from important stakeholder groups, faculty and administrators, as well students is examined.

Methodology

Focusing on the case of the University of Kansas, which recently placed an increased emphasis on the use of experiential education as part of its strategic initiatives, this chapter

addresses perceptions about reflection as a component of experiential education from three key

stakeholder groups: faculty, administrators, and students. Both qualitative and quantitative data

were collected. First, 14 semi-structured interviews with faculty, administrators and students

(See Appendix D for interview protocol) elicited open-ended narratives (Lindlof & Taylor, 2002)

relating to participants' experiences of reflection while engaging in experiential education. An

online survey of students enrolled at the university was added after the interviews to determine

whether the themes present in those interviews were present in a larger sample of undergraduate

students. According to Frey et al. (1992), survey research contributes to qualitative data in

demonstrating "how large groups, even whole populations of people, think about something" (p.

85). Additionally, these data were considered in light of university publications concerning

experiential education, including a booklet outlining the university's strategic initiatives, emailed

correspondence about experiential education from the university to the various stakeholder

groups, and observations by the researcher during experiential learning events held on campus.

These events included an "Assessment of Student's Learning in Curricular-Based Community

Engagement" workshop, an "Experiential Learning Symposium" and a gathering where students

received recognition for completing certification for their experiential learning activities.

Participants

This project was part of a larger research study that analyzed stakeholder perceptions of

experiential education at the University of Kansas. As noted above in chapter three, faculty,

administrator and student participants for this study were initially recruited at experiential

learning events, in the spirit of theoretical construct sampling (Lindlof & Taylor, 2002, p. 126).

For this particular project, the researcher was interested in participants whose roles with the

university were directly tied to experiential education or in students who had themselves engaged in this type of learning. Pseudonyms are used in place of participant names.

An initial analysis of the data from interview transcripts highlighted the importance of reflection as part of the experiential education process. Because the qualitative interview data revealed a disconnect between the goals of facilitators of experiential education and reports of the participants, subsequent exploration of student attitudes was in order. Surveys were sent to students enrolled in an introductory communication course to assess their knowledge of and participation in experiential education.

A total of 115 undergraduate students representing a variety of majors including Biology-Genetics, Civil Engineering, Business Management and Leadership, and Communication Studies completed the survey. Participants ranged in age from 18 to 40. The sample included 46 males (40%) and 69 females (60%), and was primarily freshman (n=78, 68%) and sophomore (n=21, 18%) students. As is the nature of the introductory course, there were fewer junior (n=7, 6%) and senior (n=8, 7%) level students represented. The majority of students (n=88, 77%) were in their first year at KU.

Analysis

To facilitate analysis, the researcher memoed about the perceptions of the various stakeholder groups after each interview. Memos are written records of analysis (Corbin & Strauss, 2008). These memos helped the researcher remember "ah-ha" moments during data collection and are what led to the inclusion of the student survey about reflection (See Appendix G). At the conclusion of the interviews, transcripts were analyzed based on the research questions. Open and axial coding was used to generate a list of initial themes based on recurrence, repetition and forcefulness in textual data (Lindlof & Taylor, 2002). From these

codes and responses to the survey data, the researcher determined that facilitators' views of the reflection process and students' views differed. Facilitators viewed reflection as an integral part of the learning process while students viewed it as means to an end and at times an unnecessary part of the experience.

<div align="center">**Findings on perceptions of reflection in Experiential Education**</div>

Providers of experiential education, such as faculty and administrators, and students engaged in this type of learning report different perceptions about reflection and its value. Callie, a liberal arts faculty member and a recently appointed university administrator integral in the push for more experiential education, stated "And the other thing that I think is critical, absolutely critical is reflection. Because my favorite saying is, no learning without reflection; no reflection without dedicated time." This sentiment was echoed throughout facilitator responses.

Importance of Reflection

Lewis, an administrator who oversees several of the experiential learning programs, when discussing strategies for successfully engaging in experiential education noted "that's some of the things I think we want to build on is how to make that reflection process in everything we do." He believed that reflection was what distinguished experiential education, such as research, from other experiential opportunities such as ropes courses. Lewis noted that learning takes place when there is "intentionality, the reflection, the assessment" as part of the process.

Elaine, who works with engineering students engaging in experiential education opportunities such as internships agreed that learning takes place through reflection, "And then the education part is when you bring it back in, that reflection that we were talking about."

Faculty and administrators were acutely aware of the strategic initiatives at the university and working toward achieving those strategic initiatives through experiential education. Sheena,

an administrator who works with the study abroad program, noted how reflection could help achieve the goals outlined in the strategic initiatives,

"I think there's some critical pieces that we've looked at as a collaborative which is what is the structure around the experience; so how are we training, teaching our students prior to that experience so that they can maximize it; how are we intervening or inter, you know interjecting ourselves throughout the course of that experience to prompt learning and prompt reflection about the experience that they're having and then again, what are we doing immediately following or three months out or six months out to bring that experience back and encourage students to think about how it's changed them, their academic plans, their professional trajectory, etc., what they learned. So I think those pieces are critical. And then I think I guess I would add too that then meeting a work competency that the university has defined you know so whether it's through KU's core or through an academic major."

She not only acknowledged the individual growth of the student as being an important outcome of experiential education but also the potential to equip the students with the skills necessary to succeed post-graduation.

Nathan, an administrator in the Career Services Center, also pointed to the importance of preparing students for future careers by engaging in experiential education, "I believe that if we're going to provide the best experience, well educational experience for students, it has to include practical application in one way or another. I mean it is one thing to be able to learn theory but what use is it if you can't apply it. And are we fulfilling our obligation to students if we don't help them make that connection?" His solution to helping students make those connections was to engage in quality reflection.

Meaningful Reflection

Rachel, an assistant professor who teaches public health courses, uses experiential education as part of her pedagogy. She outlined her vision, stating, "Quality reflection I think requires more than fulfilling the, just fulfilling the instructor's expectations. So what are the ways in which a student is drawing on their experiences and able to articulate something new rather than just reporting back?" This draws on Kolb's (1984) notion of creating new knowledge and testing ideas in different concrete experiences.

Administrator Lewis agreed, "Reflection is thought, not just rehashing what we, what you did but why did you do that and how did it impact you." He also said he understands that "teaching reflection is very hard to do and especially in a journal for example."

Callie had some suggestions for how to engage in quality reflection, "And so if you're going to have education attached to the word experience, somebody has to come up with some prompts or a context for the learner to take the experience and relate it to something." She noted that the entire experience has to be pre-planned to optimize learning, "We want them to, going into the experience, have a sort of pre-reflection, pre-conversation and then head into the experience and then reflect on that experience." Callie recalled a successful experiential education opportunity, "So there was this intentional effort to say it's not just that you're doing this volunteer work; it's that you're trying to connect the volunteer experience to what we're talking about in our classes."

Meaningful reflection is not just about critically thinking about ways to engage in change but also demonstrating what has been learned. Sheena stated, "You know students really have to be able to demonstrate that the experience and all of its surrounding structure, scaffolding that

was put around it, has led to a skill set that we expect them to have developed out of that experience."

Suzy, a student affairs administrator, reflected on an integral part of experiential education in that the student has to be motivated to learn. "One is that the student has to be engaged. It cannot be a passive experience. There has to be an effort on the student to say, I want this and I want to try to soak in as much information from it as I can."

To encourage meaningful reflection, faculty and administrators have to encourage the student to reflect on the true experience instead of some idealized notion of what should have happened. Suzy mentioned a concern of students that often induces uncertainty: admitting that the process didn't go as smoothly as it could and learning from the failure. Suzy stated, "And with that engagement piece, there has to be a recognition that failure can happen and that's okay." She went on to say "that student has to be willing to say, 'Oh this didn't work; let me think about why it didn't; let me talk about why it didn't'."

Reflective practices

Once students have engaged in reflection, it then becomes important for the facilitator to look for evidence of learning. Sheena outlined some of her ideas to evaluate reflection as part of the study abroad program,

> "It could be written reflection through a series of prompts; it could be a focus group where we would have or not focus group per se but reflection as a group where we would have small groups that would come together and just we would prompt some discussion that would take place around their experiences and give students a time to unpackage that experience a little bit with their peers."

She also suggested some more creative ways of gauging student reflection, "And we've talked about more creative ways through digital storytelling or through photo or art pieces where students could start to speak to their experience through creative interpretation."

Suzy indicated it is the role of the facilitator to prompt reflection, "The other piece is that there has to be this reflection, that opportunity. And I don't think it has to be written but there has to be a coming together and discussion." She commented that students needed to produce a product that could be shared with others,

> "And, so that is sort of a baseline for me. That it has to be connected to the classroom experience. For me, experiential learning also has to consist of a product. That there is something that you are putting together at the end of that experience; it's evaluated according to a set of criteria that's appropriate to that field or that experience."

While there is overwhelming support among the participants in this study for reflection as part of the experiential education process, facilitators recognize that it is not without its challenges. Sheena noted in considering how to evaluate the results of experiential education, "It's, I'd say the challenge for us is figuring out how to get the information back since we don't have a stick." Her frustrations come from not being able to reward quality reflection versus those students who simply recollect the experience.

Student Perceptions of Reflection

It is evident from participation in experiential learning certifications and student responses to surveys that experiential education is becoming an integral part of the learning process at the University of Kansas. According to a staff member of the Center for Civic and Social Responsibility, a unit on campus that awards certificates for Research Experience, Service Learning, Social Responsibility, Leadership Studies, Entrepreneurship, Global Awareness, and

Arts Engagement, 500 to 600 students are working toward certification through the university.

An additional 2,000 to 3,000 students were enrolled in service learning courses and could

potentially be certified (personal communication, September 25, 2013). Of the 115 respondents

to the student survey, 6 students (5%) reported engaging in four or more experiential learning

experiences while at KU, 43 (37%) reported engaging in two or three experiences, and 32 (28%)

reported engaging in one experiential learning experience. Only 34 (30%) reported no

experience with experiential learning.

Table 1: Types of Experiential Learning

Types of Experiences	Number and Percentage of Students Participating
Volunteer work organized through a social or campus organization	62 (60%)
Volunteer work facilitated by the university	45 (44%)
Service learning facilitated by the university	29 (28%)
Study abroad	19 (18%)
Participated in an internship	15 (15%)
Other (such as "applying lessons to real life," "study of local fitness group," and "engineering expo"	9 (9%)

This table represents more than 100% because students could mark more than one option

for experiential education experiences. The broad range of descriptions used to describe

experiential education points to the notion that the process is not well defined, especially for

student stakeholders.

While an increased number of students engage in experiential education opportunities,

many report that they did not engage in reflection as part of the process. Of the 88 students who

responded to the question "What kind of reflection were you asked to do as part of your experiential learning," 59 percent (n=52) of the students reported that they were not asked to do any reflection as part of their experiential learning. Of those who did report reflection activities, 19 (22%) noted they were required to write a detailed paper in response to several guiding questions, 16 (18%) reported they were asked to write several short papers at different points in the experience, 10 (11%) gave a presentation to the class, and 10 (11%) gave a presentation to the organization or group they worked with.

Even those students who do engage in reflection might not be engaging in a reflective practice that results in abstract thinking and the testing of new ideas in future situations. In fact, some students reported relying on past responses to meet the requirements of reflection in order to achieve certification. In describing her reflective process, Jackie, a junior majoring in community health and business, noted,

> "They had it online, you go on their website and answer them just like a paragraph and they give you like nine questions and you pick five or something like that. And they're all just so similar. I was, I didn't know how to answer them differently. But I figured it out, you know I kind of reused some of them for the leadership that I had to go copy from the service learning."

This comment signals a perception of reflection as a means to an end, certification, instead of an integral part of the learning process. Jackie stated, "I feel like kind of any community service type of certification, leadership certification; I feel like it's all this kind of like if you can talk about what you did or kind of BS answer some questions, then you can have, you can be certified."

One goal of experiential education is to engage the student in learning about themselves so they can learn how to handle future situations. This goal does not appear to be supported by the reflection process that students currently complete. When asked in the survey if they learned about themselves from the particular learning experience, 30% of students reported that they either strongly disagreed, disagreed, or neither agreed or disagreed. To achieve this goal, it is important that students consistently recognize that they are learning about themselves.

In describing how students might go about being certified for their experiential learning, Fran, a Junior majoring in Global and International studies who has received certifications in both Global Awareness and Service Learning, stated that the vetting process lacked rigor,

> "Really as long as you know about the program, you can probably, or you're interested in doing it, you can probably achieve it very easily. And there's actually, like it's very easy to, I think it's even very hard for them to prove that you're experiences necessarily happened. Because a lot of them require just trust that you honestly filled it out and documented your, what you did correctly."

Additionally, she did not believe that reflection was central to the learning process, "and it doesn't, a lot of the requirements don't necessarily require reflection on what you should've gotten out of them." Fran noted one of the challenges to requiring a reflection component, "I think they're stuck in a tough position where they want to make this achievable for students and students for the most part do not want to go out of their way to do something." She went on to say, "I think it's nice that they're so, that the, like that they make it so easy to get it. But I think also at the same time, that kind of lessens the credibility of the programs."

Additionally, 15 or 17% of students responded to survey items that including reflection as part of the experiential learning process is a waste of time or busy work. When asked what

might count as quality reflection, one student responded, "I do not think reflections could be quality. It is just busy work" and another wrote, "No reflection is necessary, the less busy work you make someone do the more likely it is that they will want to participate again." While it is somewhat disheartening to hear these comments, it does create an opportunity to reconsider how we approach the reflective process when we engage in experiential education.

Tested pedagogy affirms that students benefit more from unfamiliar experiences when they have preparation beforehand. Therefore it is important for facilitators of experiential education to prepare students for not only the concrete experience but also for the reflective process. Of respondents to this survey, 73% (n=67) students responded that they received little to no preparation or training prior to their experience. Only 10 students reported they received "Quite a bit" to "Extensive preparation." As facilitators of experiential education, it is important to teach the reflective process early and then follow through by evaluating the reflections for quality. Student Fran articulated the potential in engaging in quality reflection, "And I think that could be rewarding because students would have to engage with other students and actually not only reflect on their experiences but the experiences of other students."

Discussion

Improving the reflective process to meet the learning outcomes at the University of Kansas and beyond, as facilitators and other stakeholders desire, is an important consideration in implementing experiential education as a pedagogy. Through public discussion of the strategies of meaningful reflection with both facilitators and students of experiential education, we can increase the likelihood of learning through this pedagogy.

Findings in this study also connect reflection with communication theories on assimilation, uncertainty reduction, and sensemaking. Assimilation is an integral part of the

socialization process. That process begins before individuals join organizations, as they integrate messages about the nature of work generally and specifics types of jobs or responsibilities (Jablin, 2001; Levine & Hoffner, 2006). As individuals enter organizational contexts, they reflect on these messages and meanings and integrate them with the new information they receive through entry experiences. The extent to which they have experience of thinking back and forward through reflection may make transitions into organizations more positive. This is a benefit to individuals and to the organizations they join.

Entering new contexts and being expected to perform new types of tasks, as occurs in experiential education situations, can provoke uncertainty and therefore discomfort. This may be one reason students can be reluctant to do reflection, especially the kind of quality reflection that requires really considering oneself – the good and the not good – in a new context. Uncertainty reduction theory proposes that people have incentives to reduce uncertainty. Among these are to decrease discomfort, and to be able to anticipate future similar interactions (Berger & Calabrese, 1975; Bradac, 2001). When students think back over their experiences, they may be able to integrate the experience with expectations (and violated expectations) and have less uncertainty about future interactions.

Another communication phenomenon integral to reflection is sensemaking (Weick, 1995). Weick makes retrospection, a form of reflection, the opportunity for sensemaking (Dunford & Jones, 2000). He describes cues as extracted from a context; they are those points of reference for linking ideas to broader networks of meaning and creating structures that help people get a broad sense of activity and participants. Among its tenets, sensemaking highlights the role of group member perspectives in creating shared awareness and understanding, highlighting the role of public reflection with others who have shared an interaction. These

communication theories provide useful grounding to help facilitators support student reflection in experiential learning contexts.

Legitimizing reflection as a valuable part of the learning process that leads to positive outcomes for students is key. Identifying specific ways that drawing on experience and the meaning of the experience is powerful but not obvious. Acknowledging uncertainty and the unfamiliarity of both reflecting on an experience and sharing that reflection is important. Inviting students who have participated in similar learning experiences to talk about downstream effects and how reflection has supported their objectives may help students open themselves to the process. Establishing expectations, providing models, and establishing feedback processes also may support student learning through reflection.

Certainly, it is appropriate to evaluate the objectives and the quality of the reflection asked of students. While there are many options for reflective practice such as journaling, presentations to classes or organizations, and even more creative projects like blogging and multimedia, there are few rubrics for evaluating the reflective process as a whole and its individual products. A future study might look at what components would be included in a meaningful reflection and ways to measure student success in this area. Additionally, a future study might determine how strategies such as those mentioned above lead to more meaningful reflection in a variety of experiential learning activities, in a variety of institutions, and with a variety of students and facilitators.

Chapter Six: Overall Implications

This case study focusing on strategic implementation of experiential education at the University of Kansas may inform other universities implementing such a change. The overall goal of this research was to map the stakeholders of experiential education at the university and discover their perceptions about the strategic initiatives. The participants identified which stakeholders they viewed as most influential in the process and had a great deal to say about their involvement with and communication about experiential education. Additionally, they discussed which stakeholders they viewed as most influential to the process. While there is still a great deal to be explored in the data set, two areas in particular emerged as being of particular importance to the participants: How the change was currently being enacted and the importance or lack thereof of reflection in the experiential learning process. These areas are the focus of chapters four and five.

Theoretical and Practical Implications

Chapter four addresses the expectations of various stakeholders in strategic implementation of experiential education at the University of Kansas, including their own roles in the change process and the communication of this change. A common theme present in the interview data was considering which stakeholders should have a voice in accomplishing Goal 4 of *Bold Aspirations*. Administrators, faculty and community members were well aware of the strategic initiatives and were working toward achieving the goal of increasing partnerships between the university and the community. While these stakeholder groups often noted the importance of students, the students who were involved in the study were not as aware of the strategic initiatives, despite the fact that they were achieving certification in such areas as global awareness and service learning. The interviewees discussed some of the challenges with the

current structure as well as a lack of clear communication and support for engaging in experiential education. They argued that the university should centralize those units engaged in experiential education and create a home that is easily accessible to faculty, students and community members. Chapter four contributes to the literature on organizational change by presenting a case study of the change process in regards to increased experiential education for other universities to follow if they choose to make experiential education part of their strategic initiatives.

Another recurring theme in the interview data was the fracture that exists between the perceptions of reflection for facilitators of experiential education and students who engage in the process, in particular the perceived importance of reflection as part of experiential education. Chapter five contributes to the reflection literature by providing not only facilitator perceptions but also perceptions of students, an important stakeholder group. Drawing on interview data from administrators, faculty, and students and student surveys, this research contributes to the understanding of how facilitators and students perceive reflection as well as provides some suggestions for how to communicate to students that it is in reflection that important learning occurs.

Limitations

The findings of this study are limited to the perspective of the administrators, faculty, students, and community members interviewed and the students who were surveyed about their perceptions of experiential education and reflection. These participants were chosen for their involvement with experiential education. Although this study provides useful information regarding the perspectives of key stakeholder groups in this area, in order to further explore the organizational change, it would be necessary to gather information from additional groups.

Future studies should seek out those stakeholders of the university who are unaware or choose not to participate in the strategic initiatives. Additionally, in a future study the perceptions of future employers should be addressed.

The researcher's own perceptions as a member of the University of Kansas were influential to the research project. Having engaged in experiential education as a faculty member, a preconceived notion of the benefits of this type of pedagogy might have influenced the findings. To limit this influence on interpretations of the data, weaknesses or area of improvements for experiential education were discussed during the interviews.

The researcher's participation with experiential education might have also led to a social desirability bias with the interviewees. As the interviews were conducted primarily at the university, the participants may have felt the need to monitor their responses more closely. However, many of the participants discussed the challenges they have experienced with the organizational change. This disclosure of areas for improvement suggests that the employees felt comfortable in sharing their honest thoughts with the researcher.

Finally, as this study was conducted during the change process, it will be interesting to see how the strategic initiatives have changed during the designated timeline ending in 2017. Will experiential education be a continuing priority or a fading initiative? The researcher plans to conduct a follow-up analysis of the success or failure of increasing community partnerships.

Conclusion

Change is an inevitable process for any organization. Better understanding of stakeholders and a focus on heightening comprehensive, focused communication with this may support successful implementation of strategic organizational change. The case study of the University of Kansas reinforces the suggestions made by organizational change scholars in that it

is important to solicit participant voices in defining the challenges facing an organization and using that information to craft strategic initiatives. KU's messages have been specific about identifying the need for change and specifying what the change would look like (KU, 2012). Additionally, the organization has identified change agents including the Center for Civic Responsibility, Undergraduate Research, Study Abroad, Office of First Year Experience, and the Career Services Center. These units on campus have established a collaborative to engage further in the change process. However, interview participants in the current study expressed some cynicism about the sincerity of the messages of the importance of experiential education and the support of such pursuits. If the university wishes to be successful in implementing the change, they propose, more support is needed to encourage stakeholders to participate. In particular, for faculty, there needs to be both monetary support and recognition of the activities in the promotion and tenure process.

While students seem to demonstrate buy-in for the experiential education process, as evident in the increasing number of students seeking certification for their efforts, many acknowledge that they are not engaging in a critical component of experiential education: reflection. In order to ensure students are equipped with the ability to critically reflect on their experiences and engage in abstract thinking to utilize in new situations, engaging in discussion with students about reflection and practice in reflection is essential. Additionally, consistent and public acknowledgement of the importance of reflection is key to establishing expectations for students as they begin experiential education and as they move through their coursework and into professional contexts. Finally, reflection by those university members engaged in expanding experiential education is central to improving outcomes.

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Appendix A:
Institutional Review Board Approval

April 25, 2014

Jenna Haugen
jenna.haugen@ku.edu

Dear Jenna Haugen:
On 4/25/2014, the IRB reviewed the following submission:

Type of Review:	Initial Study
Title of Study:	(Re)defining Experiential Expectations: Stakeholder Mapping of Experiential Education in the University Setting and the Development of a Disciplinary Narrative
Investigator:	Jenna Haugen
IRB ID:	STUDY00001087
Funding:	None
Grant ID:	None

The IRB approved the study on 4/25/2014.
1. Any significant change to the protocol requires a modification approval prior to altering the project.
2. Notify HSCL about any new investigators not named in original application. Note that new investigators must take the online tutorial at https://rgs.drupal.ku.edu/human_subjects_compliance_training.
3. Any injury to a subject because of the research procedure must be reported immediately.
4. When signed consent documents are required, the primary investigator must retain the signed consent documents for at least three years past completion of the research activity.

Please note university data security and handling requirements for your project:
https://documents.ku.edu/policies/IT/DataClassificationandHandlingProceduresGuide.htm

You must use the final, watermarked version of the consent form, available under the "Documents" tab in eCompliance.

Sincerely,

Stephanie Dyson Elms, MPA
IRB Administrator, KU Lawrence Campus

Appendix B:
Interview Recruitment Email

Hello,

I am beginning research for my dissertation on experiential education and would very much like to talk to you about your role with experiential learning at KU. (Insert information about recommendation to interview) The purpose of this research is to map the stakeholders of experiential education at KU and get their perspectives of how experiential learning functions at the university. Would you be willing to sit down with me for an interview in the next couple of weeks? The interview should take about an hour. If so, please let me know days and times that would work best for you.

Thank you for consideration,
Jenna Haugen

Appendix C:
Informed Consent Document

(Re)defining Experiential Expectations: Stakeholder Mapping of Experiential Education in the University Setting and the Development of a Disciplinary Narrative

_____

INTRODUCTION
The Department of Communication Studies at the University of Kansas supports the practice of protection for human subjects participating in research. The following information is provided for you to decide whether you wish to participate in the present study. You may refuse to sign this form and not participate in this study. You should be aware that even if you agree to participate, you are free to withdraw at any time. If you do withdraw from this study, it will not affect your relationship with this unit, the services it may provide to you, or the University of Kansas.

PURPOSE OF THE STUDY
The purpose of this study is to explore the perceptions of stakeholders involved in experiential education at the University of Kansas.

PROCEDURES
Interviews will be conducted in person and will be audio taped using a digital recorder (with your consent). You will be asked questions about your experiences with experiential education and interactions with other stakeholder groups. The interview should take no more than 60 minutes.

It is not required that the interview be audio recorded, however it will allow me to have the most accurate record of your comments. The recording can be stopped at any time. The audio files will be used to create transcripts of the interviews, which will be done by a paid transcription service who will not have any identifying information about you. The audio files will be stored on my computer and only my advisor, the transcriber and I will have access to the files. The audio files will be deleted once the file has been transcribed and checked for accuracy.

RISKS
There are no foreseen risks to participating in this this study.

BENEFITS
There is no direct benefit to you, other than the knowledge that you have contributed to an understanding of experiential education. The researcher will share the results of this with you, if desired.

PAYMENT TO PARTICIPANTS
There is no payment to the participants.

PARTICIPANT CONFIDENTIALITY

Your name will not be associated in any publication or presentation with the information collected about you or with the research findings from this study. Instead, the researcher(s) will use a study number or a pseudonym rather than your name. Your identifiable information will not be shared unless (a) it is required by law or university policy, or (b) you give written permission. The researchers may use direct quotes from your interview using a pseudonym and all information that may identify you will be removed from the quotation.

Permission granted on this date to use and disclose your information remains in effect indefinitely. By signing this form you give permission for the use and disclosure of your information for purposes of this study at any time in the future.

REFUSAL TO SIGN CONSENT AND AUTHORIZATION
You are not required to sign this Consent and Authorization form and you may refuse to do so without affecting your right to any services you are receiving or may receive from the University of Kansas or to participate in any programs or events of the University of Kansas. However, if you refuse to sign, you cannot participate in this study.

CANCELLING THIS CONSENT AND AUTHORIZATION
You may withdraw your consent to participate in this study at any time. You also have the right to cancel your permission to use and disclose further information collected about you, in writing, at any time, by sending your written request to: Jenna E. Haugen, The University of Kansas, Communication Studies, Bailey Hall, 1440 Jayhawk Blvd. Room 102, Lawrence, KS 66045. If you cancel permission to use your information, the researchers will stop collecting additional information about you. However, the research team may use and disclose information that was gathered before they received your cancellation, as described above.

QUESTIONS ABOUT PARTICIPATION
Questions about procedures should be directed to the researcher(s) listed at the end of this consent form.

PARTICIPANT CERTIFICATION:
I have read this Consent and Authorization form. I have had the opportunity to ask, and I have received answers to, any questions I had regarding the study. I understand that if I have any additional questions about my rights as a research participant, I may call (785) 864-7429 or (785) 864-7385, write the Human Subjects Committee Lawrence Campus (HSCL), University of Kansas, 2385 Irving Hill Road, Lawrence, Kansas 66045-7568, or email irb@ku.edu.

I agree to take part in this study as a research participant. By my signature I affirm that I am at least 18 years old and that I have received a copy of this Consent and Authorization form.

_____   _____
    Type/Print Participant's Name   Date

_____
          Participant's Signature

Audio Recording Authorization:
Please initial here if you agree to have your interview audio recorded.

_____ I agree to have my interview audio recorded. Only the researchers and transcriber will have access to the audio recording.

Researcher Contact Information

Jenna E. Haugen   Tracy C. Russo Ph.D
Principal Investigator   Faculty Supervisor
The University of Kansas   The University of Kansas
Communication Studies   Communication Studies
1440 Jayhawk Blvd.   1440 Jayhawk Blvd.
Bailey Hall Room 102   Bailey Hall Room 102
Lawrence, KS 66045   Lawrence, KS 66045
lobarrett@ku.edu   trusso@ku.edu
                           785-864-9877

Appendix D:
Interview Protocol

Demographics:
Can you tell me about your involvement with experiential education?

How does your experience with experiential education fit into your current role at the university?
How many years have you been in your current position? Years with the University?

How many years have you been involved with experiential education?

How did you get started with experiential education?

Can you tell me about the types of experiential education activities you have engaged in prior to holding your current role?

Story of experiential education experience:

Can you tell me about a specific time when you engaged with experiential education?

How did you choose this project?

What were some of the challenges you experienced?

What were some of the successes?

If you did this project again, what would you do differently?

What motivations do you have for engaging in experiential education?

Defining experiential education:

What do you think counts as experiential learning? Are some things included that you think should not be? Are some things left out?

How do you define experiential education?

How do you distinguish between the different types of experiential education? What do they have in common?

What challenges are there to experiential learning? For students? For providers? For others who are concerned with it?

What are some of the rewards of being involved with experiential learning?

Stakeholders of experiential education:

As you think about individuals or groups who have a stake in experiential education – people who are affected by decisions made about experiential education, who would you list?
As you think about the range of potential stakeholders, what persons or entities might you want to engage or work with? Which one(s) are or should be most critical to your own efforts?

How do you interact with other stakeholders of experiential education?

What are the rewards of engaging with others involved with experiential education?

Can you tell me about a time when you had difficulty talking to someone about experiential education?

In what ways might you – or the University - present experiential education differently to the different groups you mentioned?

What is something about experiential education that you wish others would ask you about but often do not?

Experiential Education at KU:

What do you see as your personal influence on experiential education at KU?

How would you describe the reason the university has made experiential education a priority in its strategic initiatives?

Would you describe the strategies you see the university engaging in to promote experiential learning?

In what ways might the university do a better job of engaging in experiential learning?

How do you think the university can support you in your own engagement with experiential education?

How do you think KU can measure the success of experiential education?

How do you think current efforts to foster experiential education will influence the university in the short run? In the long run?

Wrap up:

Is there anything that I should have asked you about experiential education that I did not?

Any final thoughts on experiential education?

Appendix E:
Institutional Review Board Approval (Survey)

February 25, 2015

Jenna Haugen
j685h321@ku.edu

Dear Jenna Haugen:
On 2/25/2015, the IRB reviewed the following submission:

Type of Review:	Modification
Title of Study:	(Re)defining Experiential Expectations: Stakeholder Mapping of Experiential Education in the University Setting and the Development of a Disciplinary Narrative
Investigator:	Jenna Haugen
IRB ID:	STUDY00001087
Funding:	None
Grant ID:	None
Documents Reviewed:	• Information Statement for Online Surveys, • HSCL_Revised_Submission_Form-Haugen.pdf, • HSCL-request-for-modifications.docx, • Haugen Survey Questions,

The IRB approved the study on 2/25/2015.

5. Notify HSCL about any new investigators not named in the original application. Note that new investigators must take the online tutorial at https://rgs.drupal.ku.edu/human_subjects_compliance_training.
6. Any injury to a subject because of the research procedure must be reported immediately.
7. When signed consent documents are required, the primary investigator must retain the signed consent documents for at least three years past completion of the research activity.

Continuing review is not required for this project, however you are required to report any significant changes to the protocol prior to altering the project.

Please note university data security and handling requirements for your project: https://documents.ku.edu/policies/IT/DataClassificationandHandlingProceduresGuide.htm

You must use the final, watermarked version of the consent form, available under the "Documents" tab in eCompliance.

Sincerely,

Stephanie Dyson Elms, MPA
IRB Administrator, KU Lawrence Campus

Appendix F:
Consent Information Statement (Survey)

The Department of Communication at the University of Kansas supports the practice of protection for human subjects participating in research. The following information is provided for you to decide whether you wish to participate in the present study. You should be aware that even if you agree to participate, you are free to withdraw at any time without penalty.

We are conducting this study to better understand experiential education at KU. This will entail your completion of a survey. Your participation is expected to take approximately 20 minutes to complete. You will receive research credit for COMS 130 as outlined in your course syllabus. The content of the survey should cause no more discomfort than you would experience in your everyday life.

Although participation may not benefit you directly, we believe that the information obtained from this study will help us gain a better understanding of experiential learning. Your participation is solicited, although strictly voluntary. Your name will not be associated in any way with the research findings. Your identifiable information will not be shared unless (a) it is required by law or university policy, or (b) you give written permission. All identifying information will be removed from your data prior to analyzing the data.

It is possible, however, with internet communications, that through intent or accident someone other than the intended recipient may see your response.

If you would like additional information concerning this study before or after it is completed, please feel free to contact us by phone or mail.

Completion of the survey indicates your willingness to take part in this study and that you are at least 18 years old. If you have any additional questions about your rights as a research participant, you may call (785) 864-7429 or write the Human Subjects Committee Lawrence Campus (HSCL), University of Kansas, 2385 Irving Hill Road, Lawrence, Kansas 66045-7563, email irb@ku.edu.

Sincerely,

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Appendix G:
Survey Questions

Demographics:
1. Age:
2. Gender:
3. Major:
4. Minor:
5. Year in school:
6. Years at KU:

7. Begin by thinking about the experiential learning experiences you've had at KU. Mark those you have had (you may choose as many as apply)

    Service learning
    Volunteer work
    Leadership roles in campus organizations
    Leadership roles in off-campus organizations
    Internships
    Study abroad
    Ropes courses

8. How many experiential education experiences have you had at KU?

    None
    One to three
    Four to six
    Seven or more

8. What other activities do you think should count as experiential learning?

10. What led you to engage in experiential education experience? (Check all that apply)
It was required for a course I took

    I got extra credit for it in a course I took
    The experience seemed interesting in itself
    I wanted to learn about the organization or the group
    My friends were doing it
    I thought the experience would make me more employable; I did it to build my resume
    Altruism (Giving of self with no expectation of return)

(SKIP SET QUESTIONS)
   All five-level Likert-style responses

11. Thinking about an experiential learning experience that stands out to you, mark your evaluation

    For credit   I got enough credit for the effort I put in
    For interest   I discovered I am not very interested in the organization/project/group
                   I continue to be interested in the organization/project/group
    For learning I learned a good amount for the effort I invested

For friendship It was a good experience to work together with friends
For resume   The experience was useful ONLY as a resume entry
                   The experience gave me helpful experience and exposure that will support
                   both my job search and job performance
For altruism   The only outcome of the experience was feeling good about myself
                   I got more benefit than just warm feelings for my efforts.

12. Who benefits from experiential education?
          The organization/project/group with whom students participate
                   Not at all   A little   some   Quite a lot   Very much
             What is the largest benefit to the organization/project/group? _____
          The students
                   Not at all   A little   some   Quite a lot   Very much
             What is the largest benefit to the students?   _____
          The university
                   Not at all   A little   some   Quite a lot   Very much
             What is the largest benefit to the university?   _____
          The community at large
                   Not at all   A little   some   Quite a lot   Very much
             What is the largest benefit to the communication at large?   _____

13. Were you given training or preparation for your experiential learning experience?
          None   Just a little   Some   Quite a bit   Extensive preparation
          What two things were emphasized most in your training/preparation? _____
          What two things were most important as you during the process of your experience?

Reflection
14. Were you asked to write or present a reflection as part of your experiential learning?
          None
          A brief reflection without a rubric
          A reflection based on a rubric
          Multiple reflections over time

15. Including reflection in experiential learning is
          A waste of time; busy work
          A useful way to focus on how ideas from the experience fit together with the class
          The basis for being able to talk about the learning with hiring managers
          A foundation for further work with the organization/project/group

16. Were you asked to write a report describing your experience?
          None
          A brief reflection without a rubric
          A reflection based on a rubric
          Multiple reflections over time

17. In your opinion, what would count as quality reflection?

18. Would you participate in another experiential learning experience like the one you had at KU?

  No probably not   possibly   probably   definitely

19. Would you participate in a different kind of experiential learning experience at KU or, if you have not done one, would you participate?

  No probably not   possibly   probably   definitely

Experiential Education at KU:

20. How would you describe your knowledge about the strategic initiatives at KU?

  No knowledge
  Little knowledge
  Some knowledge
  Knowledgeable
  Very knowledgeable

21. How has the university communicated its strategic initiatives about experiential education with you? (Choose all that apply)?

  I have had no communication from the university about strategic initiatives about experiential education
  I have had one-on-one conversation with university staff
  I have had one-on-one conversation with faculty
  I have talked with my friends about it
  We had a classroom presentation
  I got an email (from whom?)
  I saw a flyer (posted? In mailbox?)

22. When you talk with others about your experiential experience, do you find it

  Difficult because there's not much to say
  Difficult because the others don't understand what the purpose of it was
  Difficult because it's hard to reveal the emotions I experienced
  Pleasant because it was a very good experience
  Pleasant because I feel good about what I accomplished
  Other

23. What challenges do you think exist for experiential education at KU?