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Abstract:

Faculty in a faith-based university were examined on motivations and deterrents for engagement in service-learning. Service-learning and non-service-learning faculty were compared based on rank, gender, discipline, and denominational affiliation. Findings suggest motivations and deterrents for faculty engaging in service learning in faith-based universities are similar to those faced by faculty in non-faith-based universities. Although no specific faith-based deterrents emerged from the study, unique faith motivating factors were identified.

Keywords: service-learning, faith-based, faculty, motivating factors, deterrents

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