Cycling for Service:

understanding how service-learning combined with endurance-based activities enhances prosocial behavior amongst young adults

By

GABRIELLE ELISABETH ROSSI

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Written under the direction of

Lindsey McDougle

And approved by

Norma Riccucci

Jiahuan Lu

Katherine Babiak

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ABSTRACT OF THE DISSERTATION
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Literature suggests that prosocial behaviors can be both formally and informally learned through service-learning and endurance-based activities (EBA), respectively. However, there have seldom been studies examining the effect of interactions between service-learning and EBA on prosocial behaviors. Thus, the purpose of this study is to gain insight into whether prosocial behaviors might be enhanced when service-learning is combined with EBA–particularly among young adult college students. In this sense, the study is intended to provide an understanding of whether, what I refer to as, physical endurance-based service-learning (PEB-SL) in higher education might act to enhance (or attenuate) prosocial behaviors in students. I define PEB-SL as academic instruction with either a volunteer or donation component and including a fitness/endurance challenge. PEB-SL bridges the gap between the measured positive effects of physical activity with the measured positive effects of volunteerism and philanthropy.

This qualitative comparative case study explores the merits of PEB-SL by focusing on the work of three organizations that promote volunteerism and philanthropy through facilitation of cross-country bike rides: The Dream Project, Bike & Build, and 4k for Cancer. Each of these organizations hosts cross-country bike rides for young adults who commit to raising a certain amount of money and volunteering a certain amount of hours for a particular cause.

In the study, I present and analyze qualitative data regarding students' understanding of, attitude toward, and future intentions regarding prosocial behaviors after participating in a cross-

country bike ride initiative sponsored by one of these three organizations during the 2021-2022 academic year. Interviews with participants were conducted three to six months prior to when participants left for their respective trips, right after they returned from their respective trips, and six months after they returned from their respective trips. Utilizing a longitudinal approach helps to ascertain the potency of these experiences after the initial enthusiasm of the trip diminishes and participants return to their daily lives.

ACKNOWLEDGEMENTS

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Chapter One - Introduction

Background

Prosocial behavior is any action intended to help someone other than one's self (Batson & Powell, 2003; Eisenberg, 2013; Padilla-Walker & Carlo, 2014). These behaviors can take the form of volunteerism, philanthropy[1], or general acts of benevolence. In any society, these types of behaviors are important because they help to develop and maintain harmonious relationships among individuals as they allow people to contribute to overall societal well-being. (Padilla-Walker & Carlo, 2014). In addition to advancing the welfare of others, prosocial behaviors also benefit those doing the helping (Weinstein & Ryan, 2010). This is because prosocial behavior promotes positive mental (Auhagen & Holub, 2006; Pashak & Laughter, 2012; Poulin & Holman, 2013), emotional (Aknin et al., 2012; Caprara & Steca, 2005) and physical well-being (Okun et al., 2013; Poulin & Holman, 2013; Whillans et al., 2016). Around the world, prosocial behavior has been found to promote well-being, maintain harmonious relationships, and increase greater life satisfaction (Aknin et al., 2019). From Canada (Aknin, 2012; Aknin et al., 2013a, 2013b), to India (Aknin et al., 2013), to the far-reaching regions of Africa (Aknin et al., 2013a, 2013b), and the rural villages of Vanuatu (Aknin et al., 2015) the emotional benefits of prosocial behavior have been detected.

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[1] Colloquially, philanthropy is often used as short-hand for charitable giving. As such, philanthropy is essentially a contested concept (see: Daly, 2012). This study uses the colloquial, not necessarily definitional (i.e., "love of humanity), form of the word.

Studies have shown that many forms of prosocial behavior can be formally learned through experiential education initiatives such as service-learning (Astin et al., 1999; Bowman et al., 2010; Bringle & Steinberg, 2010; Olberding, 2009). Service-learning is the practice of combining traditional classroom experiences with practical philanthropic investment, volunteer work, and/or opportunities to apply textbook lessons toward helping worthy causes. In the course of service learning, students learn ways that they can use their resources to actively engage in efforts to solve social problems in their communities (Batchelder & Root, 1994; McDougle, 2016; Yorio & Ye, 2012).

In addition to formally learning prosocial behaviors through service-learning, research has also shown that prosocial behavior can be informally learned through involvement in endurance-based activities (EBA) such as sports, fitness, and adventure (Cooper, 1982; Doty, 2006; Kleiber & Roberts, 1981). Indeed, participation in such activities has been shown to result in positive youth development and subsequent engagement in various forms of prosocial behavior (Duquin & Schroeder-Braun 1996; Jackson et al., 1993; Shields et al., 2017). This is partly because, in endurance-based settings, participants learn how to take responsibility for their actions (Hellison, 2003), work together toward a common goal (Kavussanu & Boardley, 2009), and build their moral character (Duquin & Schroeder-Braun, 1996). These are skills that are also commonly developed in the context of service-learning programs (Colby et al., 2003; Eyler & Giles, 2010; Strain, 2005).

Despite evidence indicating that prosocial behaviors can be both formally and informally learned through service-learning and EBA respectively, there have been no studies examining the combined effect of these activities on prosocial behavior. Thus, the purpose of this qualitative study is to explore whether and to what extent prosocial behaviors are enhanced when service-

learning is combined with EBA among young adults. The findings from this study represent the first step in our understanding of whether, what I have defined as, *physical endurance-based (PEB) service-learning* is an effective means of enhancing prosocial behavior among college and university students. I define PEB-SL as academic instruction with either a volunteer or donation component and including a fitness/endurance/challenge. Physical endurance-based (PEB) service-learning bridges the gap between the measured positive effects of physical activity with volunteerism and philanthropy's measured positive effects.

Young adults are an important population to study when it comes to the development of prosocial behaviors.

Despite consistent downward trends across every demographic in the United States when it comes to volunteerism and philanthropy, studies show that an emphasis on service and civic involvement during one's undergraduate years can predict similar engagement during adulthood (Astin et al., 2012; Bowman et al., 2010; Olberding, 2012). I argue that efforts to increase prosocial behavior among this population are crucial for sustained long-term community engagement through volunteerism and philanthropy. As previously delineated, prosocial behavior can consist of an array of behaviors but this study focuses specifically on volunteerism and philanthropy. This decision is because volunteerism and philanthropy are two of the unifying threads that connect all the interview subjects. More broadly, volunteerism and philanthropy are among the prosocial behaviors that the nonprofit sector depends on most to maintain operations and legitimacy (NCCS Project Team, 2020).

The current literature that focuses on how sports development affects prosocial behaviors through sport-for-development (SFD) initiatives (Lyras, 2007; Lyras & Welty Peachey 2011) as well as why people are motivated to take part in charity sport events (CSE) (Bennett et al. 2007;

Filo et al. 2011; Scott & Solomon, 2003) provides the conceptual framework for exploring the research questions in this study. This analysis provides the conceptual foundation for introducing an emerging form of prosocial experiential education, physical endurance-based (PEB) service-learning. After outlining PEB-SL characteristics, I offer several recommendations for promising areas for future research on the topic

Statement of the problem

In the United States, prosocial behavior (such as philanthropy and volunteerism) is declining among younger adults (Dietz & Grimm, 2018b). Indeed, as of 2015, volunteer rates were lowest among 20- to 24-year-olds at 18.4 percent compared to any other age bracket with those who did volunteer averaging between 1 and 10 hours a year. (U.S. Bureau of Labor Statistics, 2015). Myriad evidence exists, however, suggesting that educational opportunities, both within a curriculum and co-corriculum can lead to an increase in prosocial activity among younger adult populations. Specifically, Service-learning is associated with an array of cognitive, psychological, and social benefits ranging from boosting students' self-esteem (Conway et al., 2009), boosting their leadership skills (Shephard, 2008), and increasing their awareness of diversity (Simons & Cleary, 2006). Additionally, EBA builds positive character values like honesty, responsibility, fairness, and respect (Doty, 2006). Educational opportunities, therefore, that combine service-learning and EBA may produce enhanced prosocial outcomes among younger adults and ultimately lead to their sustained participation in prosocial activities. If both service-learning and EBA are positively correlated with prosocial behavior, we can use one approach to strengthen the other.

For the most part, young people want to give and serve (Dietz & Grimm, 2018a) as a desire to engage in the community has peaked in the last fifty years amongst incoming college

students (Dietz & Grimm, 2018b). Research has shown that young people want involvements that engage their minds as well as their hands. They are generous and willing, but they need to be enticed. This is evidenced by the fact that despite intentions to do good have reached an all-time high, volunteer efforts among high school and college students have declined since the early 2000s and remained relatively stagnant for the last decade (Dietz & Grimm, 2018b). Young adults are more engaged in the societal complexities of our society than the generations before them and their educators are starting to take notice. In New Jersey for instance, according to the Office of the Secretary of Higher Education there are over 360,000 undergraduate students enrolled in college each year. The more we can do ensure volunteering and philanthropy are accessible, teachable concepts for each of those undergraduate students at a juncture in their lives where they are trying to figure out who they want to become and how they want to contribute to the world around them (Brandenberger & Bowman, 2015), the more we can establish the rise of a more civically engaged generation. Ideally, they will develop deeper ties to their community and continue to prioritize giving back over the course of their lifetime.

Purpose of the study

The purpose of this qualitative cross-case, or comparative, case study is to explore whether, and to what extent, service-learning and EBA can be combined in curricular and non-curricular settings to develop a generation of civically engaged young adults. The unit of analysis in this qualitative comparative case study is the participants of the three organizations to be studied. There are many "bike across the country to make the world a better place" organizations geared toward young adults, college students and recent graduates (Bike & Build, Texas 4000 for Cancer, 4k for Cancer, and Rider for Water) that have been mobilizing participants for the better part of two decades. Thousands of young adults have leveraged millions of dollars (an estimated $19 million by the organizations mentioned above) and volunteer hours through these entities while working through curricula that focus on teamwork, leadership development, and community engagement. Still, we have yet to study the impact of these efforts, especially as compared to traditional service-learning activities.

In 2017, Bike & Build self-published an impact report after gauging what their alumni have been up to since their experience championing affordable housing. Of the 509 past participant respondents, 82.4 percent said they are "more likely to be civically engaged," up from 65.1 percent before their trip. On their website, Texas4000, the longest-distance annual charity bicycle ride in the world geared for students at the University of Texas at Austin, boasts that their riders report growth in the areas of leadership, accountability, confidence, resiliency, decision-making, conflict resolution, community engagement, volunteerism, fundraising, networking, mentorship, nonprofit operations, and several other buzzwords as a result of their efforts to combat cancer through cycling.

These findings are a good starting point because it shows such organizations are interested in tracking their impact, but it also leaves plenty of room for further exploration. As the literature has shown, few sport-based service-learning programs exist (Bennett et al., 2003; Jackowski & Gullion, 1998; Lee, Bush, & Smith, 2005), likely due to the intensive and time-consuming nature of the building and maintaining such programs for both students and faculty (Bruening et al., 2010). Specifically facilitating cross-country cycling trips is a costly, complex, and high-risk endeavor that requires a certain level of able-bodiedness and privilege to participate. Yet, preliminary research (Rossi, 2021) shows that once those fundraising dollars are used up, the students graduate college, and the tan lines have faded - we are left with a more philanthropically-minded generation that has deeper ties to their community and continues to prioritize giving back throughout their lifetime in a way participants of a traditional service-learning program may not.

Research questions

Specifically, I focused on the following research questions:

1. What motivates young adults to take part in PEB-SL?

2. How does PEB-SL impact young adults?

    a. What do they take away from their program experience both in the short- and long-term?

    b. What do they understand as the impact of their trips?

    c. To what extent do alumni of these programs continue their participation in community activities?

3. And ultimately, are young adults' prosocial identities enhanced when service-learning is combined with endurance-based activities?

Methodological overview

In this qualitative comparative case study of student participants from three "bike across the country to make the world a better place" organizations, I examine the combined effects of service-learning and EBA on prosocial behavior among young adults using an interview approach. Specifically, in the study, I delve into the experiences of young adults who participated in a "bike across the country to make the world a better place" organization to determine how their understanding of prosocial behavior changed over the course of their participation. This is a case study of three groups of students and their experiences within three different organizations. The three organizations that I focus on are:

- The Dream Project

- 4k for Cancer

- Bike & Build

For the method of data collection, I rely on pre- and post- participation semi-structured interviews as well as post-participation follow-up interviews as my primary data collection method. In the interviews I probe each student's current participation in prosocial activities, their beliefs about the value of prosocial involvement, their attitudes toward specific prosocial behavior, and their future intentions to participate in several prosocial outcomes. These interviews provide insights into specific details of students' experiences from their own perspective, both, before and after the trip. The interviews are at set intervals: three to six months before participants leave for their trip, immediately upon completion of their trip, and six months after they return from their trip. Utilizing this type of longitudinal interviewing approach helps to ascertain the potency of these experiences after the initial enthusiasm of the trip diminishes against the backdrop of student's returning to their daily lives. This is descriptive research. Descriptive research characterizes a particular phenomenon with the goal of identifying and describing trends or creating new measures of a key phenomenon. Descriptive analysis stands on its own as a research product, such as when it identifies socially important phenomena that have not previously been recognized (Loeb et al., 2017).

I use a thematic analysis approach to identify, analyze, and report repeated patterns across the collected data (Braun & Clarke, 2006). Thematic analysis is a powerful method to use when seeking to understand a set of experiences, thoughts, or behaviors across a data set as it is designed to search for common or shared meanings (Braun & Clarke 2012). Through thematic analysis, the researcher constructs themes to reframe, reinterpret, and/or connect elements of the data. Thematic analysis is appropriate for this emerging body of knowledge because it sits between both sides of the analysis continuum - descriptive analysis and interpretive analysis (Kiger & Varpio, 2020). This is because thematic analysis goes beyond developing organizational tools to label and classify data but stops short of engaging in data interpretation and transformation to the point of developing theory.

I employ an inductive approach to theme identification. This means that data determines the themes. Since these themes are to be data driven, they might not mirror the exact questions asked of participants nor reflect my own interests or beliefs on the subject (Braun & Clarke 2006). An inductive approach tends to provide the broadest more expansive analysis of the entire body of data.

Of the three organizations - The Dream Project, Bike & Build, and 4k for cancer - each organization is a 501(c)(3) nonprofit adventure-based fundraising organization for young adults on their way to becoming future philanthropists and community leaders. They each require a minimum in volunteer hours, dollars raised, and training miles biked prior to the start of their respective trip. Each organization also works to engage their riders with a curriculum focused on their organizational mission, the work of their charitable partners, and leadership development over the course of the year. As part of these organizations' commitment to making philanthropy and volunteerism more accessible, bikes, transportation, housing, and food for the trip are

provided for those who meet their fundraising goals. An important distinction, 4k for Cancer and Bike & Build both recruit nationally to support their mission goals.

1.   The Dream Project - based in New Jersey: Through The Dream Project, participants fundraise, volunteer, and raise awareness for local organizations of their choosing in New Jersey over the course of an academic year. The Dream Project is open to New Jersey residents between the ages of 18-25. Each participant raises between $2,000-$4,000 (the amount varies based on the length of their trip), volunteers one hundred hours with their charitable partner, and ultimately takes off on a trip ranging from one month (2,000 miles) to two months (3,500 miles). Service days throughout the trip provide participants the opportunity to volunteer with local charities serving the areas they are biking through along their route. For example, if a team on their way to Miami, Florida is supporting a community kitchen at home, they might volunteer with organizations along their route that are working to address food insecurity in those towns.

2.   Bike & Build - based in Pennsylvania: Bike & Build engages young adults across the country in service-oriented cycling trips to raise money and awareness for the affordable housing cause. Every year they host 3-6 rides either spanning across the country or focused on a smaller region. All Bike & Build participants are required to raise the fundraising minimum of $5,000 for cross-country trips or $3000 for regional trips. Before the trip, each rider is expected to spend at least 15 hours volunteering on a build site with a local affordable housing organization. Riders must also participate in Bike & Build Affordable Housing Curriculum in addition to the required build hours.

3.	4k for Cancer based in Maryland- 4K for Cancer is a program of the Ulman Foundation, a nonprofit who creates a community of support for young adults and their loved ones impacted by cancer. Their teams take on a 4,000-mile bike ride or relay run across the United States with the goal of providing support to cancer communities along the way. This study focuses on their biking teams who all take different routes but start in Baltimore, MD and end in San Francisco, CA 70 days later.

Pilot study

I completed a pilot study in July of 2021 using a simplified version of the methodology used in this study. For this instrumental pilot study, interviews were conducted with eight past participants of The Dream Project to ascertain their level of understanding, attitudes toward, and future intentions regarding prosocial behavior based on their past program participation. The purpose of this pilot study was to engage interviewees in conversations to preliminarily assess my research questions and interview approach.

The Dream Project was chosen due to its relationship with Rutgers University which has a long history of supporting its surrounding communities. Such service is a primary component of its three-part mission in "performing public service in support of the needs of the residents of the state and its local, county, and state governments."

Purposeful sampling of past participants was used to ensure information-rich interviews as each interviewee previously successfully volunteered hundreds of hours, fundraised thousands of dollars, and biked thousands of miles in support of various causes through The Dream Project. Each person took part in one-on-one semi-structured, in-depth interviews led by a single researcher to learn about their experience with the program, which was stated to mean both the efforts leading up to the trip (fundraising, volunteering, and training) along with the trip itself.

These interviews were conducted over Zoom over the course of two weeks from June 15-24, 2021. Using Zoom allowed for the fullest representation of interview participants given constraints of time, geography, and limitations of the Covid-19 pandemic. Interview participants were given the questions beforehand to allow them to fully understand the process and address any concerns they may have had prior to the interview. The interviews were approximately one hour in length, were audio-recorded, and transcribed verbatim. All participants provided informed verbal consent at the beginning of each interview. Every participant has completed or is on their way to completing a college degree with six graduates and two current students, all are between the ages of 20-24. Three participants identify as male, five identify as female. Three are Asian, three are White, and two are Hispanic. Three are science majors, one English, one computer science, one anthropology, and one math. Once the interviews were transcribed verbatim, excerpts were systematically categorized using NVivo in order to find themes and patterns.

The major themes of the study included: biking as a strengthener, fundraising & volunteering efforts, the importance of community, biking adding to the experience, and long-term effects. As an interviewee iterated in their own words*: Committing to the bike ride and the fundraising all together made the trip what it was.* Across the board, interviewees expressed a consistent sentiment: biking paired with the tasks of fundraising and volunteering made for the most impactful service-learning experience. The challenges of biking strengthened the interviewee's resolve, emphasized their commitment to the community, and left long-lasting impressions on their worldview once the trip was over. It is difficult, if not impossible, to attribute the measured impacts to any singular component of the program - the biking, fundraising, or volunteering - in attempting to understand what the role of each individual factor

is in the overall experience of the trip. All components must be examined in their totality. This case study shows that philanthropy can be generativity combined with athletics to encourage civic engagement both in the short-term and long-term. While this study closely focused on one particular program, its findings can be extrapolated to apply to a number of other institutions which is the basis of this dissertation

Importance of this study

With the coming-of-age of every generation comes a shift in attitudes and trends that emerge to define an era. For the last few years, researchers and journalists have been scrambling to define Millennials and, now, Generation Z (Gen-Zers). Depending on what you read, they are perceived as selfless or narcissistic. While no one seems to see eye-to-eye on which sweeping qualities define these generations, everyone generally concedes that global events and rapidly changing technology have combined to create a unique perspective that is incomparable to that of the parents or grandparents of Millennials and Gen-Zers. The giving trends of each generation can help us understand the nuances of each demographic but also the greater cultural shifts taking place in the world of philanthropy.

For starters, Millennials, widely considered to be the "impact generation," are motivated by a desire to make philanthropy, volunteerism, and social change integral throughout their personal and professional lives. The average Millennial has experienced slower economic growth since entering the workforce than any other generation in U.S. history. While they do not yet have the economic power of Baby Boomers, young people are pushing the boundaries of what giving looks like for generations to come. Millennials share opinions with other generations on society's greatest challenges (notably those related to health, hunger, and the environment), but

they differ in almost every other respect. They are more likely to have adopted giving trends, including access to information about nonprofits and technological advances. Millennials approach philanthropy with a more global, social and inclusive outlook and express more optimism about philanthropy's ability to impact the issues most important to them (The Future of Philanthropy). Millennials are intrinsically motivated to help organizations so they look for innovative volunteer opportunities given that they lack the financial capacity to donate (Gorczyca & Hartman, 2017).

Generation Z is young but mighty, having widely earned the epithet of "philanthrokids" for their extensive fundraising, donating, and volunteering involvement (Jensen, 2015). As a whole, they trust nonprofit organizations to herald the values of social justice, inclusion, and community engagement more so than they do for-profit entities (Albrecht et al., 2018). Generation Z is most motivated to act out what they see as a critical part of their identity. Millennials and Gen-Zers are the largest and most racially and ethnically diverse generations in American history. They have the critical mass and resources to invest a substantial amount of time in the short-term and money in the future into the nonprofit sector. Young people have the leverage to change the way the nonprofit sector thinks and acts as they expect transparency, sophisticated storytelling, and technical savvy from their charitable organizations.

Young adult perspectives have been shaped by consistent economic, geopolitical, racial, and environmental turmoil. Despite this, they see philanthropy as an opportunity to positively impact the most critical issues on a more global, social, and inclusive scale. A 2012 study from The Millennial Impact found that young adults are eager to be taken seriously as future donors, volunteers, and leaders for causes they care about in their communities. More than 70 percent of young people surveyed already have raised money on behalf of nonprofits on at least one

occasion. These fundraisers are most likely to help raise money through spreading the word, promoting events, participating in charity sport events (CSE) by relying on friends and family to support their cause. A 2014 study by cultural forecasting firm Sparks and Honey found that 26 percent of 16-19-year olds volunteer on a regular basis. A 2015 Cassandra research survey of UK/US teenagers found that 26 percent have raised money for a cause and 32 percent have donated their own money (or allowances).

Across every age demographic, the United States has experienced a significant decline in the percentage of Americans who volunteer and/or give annually as the challenges of daily life lead to less free time and disposable income. As of 2015, volunteer rates were lowest among 20- to 24-year-olds at 18.4 percent compared to any other age bracket with those who did volunteer averaging between 1 and 10 hours a year. (U.S. Bureau of Labor Statistics, 2015).

In their relatively short lives, young adults have experienced, among other things, major boom and bust periods, financial market collapses, endless war, mass school shootings, a nation deeply divided over race relations, an ever-partisan government, and a global health pandemic. While more Americans between the ages of 22 and 35 are pursuing and obtaining college degrees, fewer are employed full-time, living independently, married, raising children, or owning homes (U.S. Census Bureau). These milestones are all positively correlated with volunteering and giving (Dietz & Grimm, 2018b). "For today's young adults, life is simply getting in the way of volunteering, giving, and otherwise engaging more civically" (Dietz & Grimm, 2018b, p. 26). As a college degree has become more necessary for professional advancement in almost any field, young adults are facing greater challenges in financing their higher education. The burden of student loans may be a factor in the decline in volunteering and giving rates as these generations need to prioritize where their money is being spent.

"Public confidence in higher education is perilously in doubt" (McBride, 2021). According to a recent Gallup poll in March of 2021, between the years of 2013 and 2019 the percentage of adults who agreed that college was very important declined to 51 percent from 70 percent. Government investment in higher education has been in steady decline for decades (Mitchell et al., 2018), and the public has come to see pursuing a college degree more a privilege than a societal good (Parker, 2019). These changes have given rise to increased cost of college education being passed on to students (Hanson, 2021) while further highlighting questions of affordability, equity, and access to college education (Harvard Educational Review, 2007).

Fortunately, studies have shown that an emphasis on service, philanthropy, and civic involvement during college can predict similar engagement during adulthood, thus reversing the trajectory of these downward trends (Astin et al., 1999; Batchelder & Root, 1994; Bowman et al., 2010; Olberding, 2012; Yorio & Ye, 2012). College students engage in volunteer work and service-learning at an age at which they are likely to form lasting identities and values. Future behavior and well-being may be substantially shaped by this engagement in these early adulthood years. Volunteerism and philanthropy are muscles that should be strengthened and fortified over the course of a lifetime; service-learning can be a young adult's gateway to these behaviors.

Over the past two years, we have seen a new understanding of the necessity of service-learning. This emerging reality is evidenced by programs such as the Scarlet Service initiative Rutgers University President Johnathon Holloway announced the day of his inauguration in 2021 as an effort to prioritize service to the community by providing vital opportunities for students to serve the common good through public-service internships, volunteerism, non-profit work, and

more. Forced to confront how interconnected and reliant we are on each other, a school environment that focuses on humanity-centric education seems more urgent than ever. Service-learning is the foundation of this work because it brings people together, especially when we feel like we are being pulled apart. As colleges and universities imagine and reimagine the future of service-learning programs in the wake of the Covid-19 pandemic, PEB-SL programs offer a new perspective in pursuit of this objective.

Chapter Two - Literature Review

What is prosocial behavior?

Prosocial behavior consists of any "actions intended to help others" (Padilla-Walker & Carlo, 2014, p. 3). Prosocial behavior can take the form of volunteering, helping others, or offering one's time or resources. It can look like volunteering at a local food bank, helping shovel another person's walkway, offering space to host a voting drive, or giving your time to tutor students in low-income neighborhoods. In addition to the benefit of those being served, prosocial behavior also benefits those providing the service (Weinstein & Ryan, 2010). This is because prosocial behavior evokes positive emotions (Aknin et al., 2012), reduces stress (Poulin & Holman, 2013), increases well-being (Auhagen & Holub, 2006; Caprara & Steca, 2005; Pashak & Laughter, 2012) and improves metrics of physical health (Okun, Yeung, & Brown, 2013; Whillans et al., 2016). Prosocial behaviors help us help others while maintaining a peaceful environment amongst our collective communities.

Thus, there is robust evidence that prosocial behavior contributes to multiple dimensions of positive development (Baumsteiger, 2019). Knowing why it is important to foster prosocial behavior can help us better recognize and promote prosocial behavior amongst young adults.

Learning prosocial behavior

To understand how we can formally increase prosocial behavior amongst young adults, we must first understand what efforts have been and are being used today

Experiential Education

Experiential education is defined as "anytime a person learns, he must 'experience' the subject - significantly identify with, interact with, form a personal relationship with, etc." (Joplin, 1981, p. 17). Experiential education is a cycle of experience and reflection, where the learner engages with the world, introspects on these experiences, and ultimately (ideally) integrates new learning into old constructs (Dewey, 1938; Kolb, 1984). This pedagogical method requires two components: introducing the learner to new experiences and facilitating the "action-reflection" cycle (Joplin, 1981). The student participates in an experience and applies it to future choices and behaviors. Reflective thinking makes experiential learning different from other learning models.

Reflection is where learning is recognized, articulated, and evaluated. It is based on the pedagogical principle that learning and development do not necessarily occur as a result of experience but instead explicitly designed to foster learning and development (Jacoby, 1996). In 1984, Kolb published *Experiential Learning: Experience as the Source of Learning and Development,* which outlines a reflection cycle. Learning is "the process whereby knowledge is created through the transformation of experience" (Kolb, 1984, p. 41). The process begins with the experience itself, which can be a scheduled activity, current event, or an unexpected discussion. Step two is a reflective observation as participants work through their journey related to the experience. Step three is processing as participants reflect on observations of other participants who shared the experience and conceptualized them within their own understanding. Step four is generalizing, as participants think about other times where they had similar feelings or observations and conceptualized that framework to the broader aspects of their lives. Finally, step five is about applying lessons learned from the experience to ensure successful future

outcomes. This cyclical process focuses on reflection. Reflection has the power of connecting the service experience to the academic course material (Astin et al., 2000). Thus, through experiential education participants connect this experience to prior knowledge or skills, test their understanding, and decide how to apply the knowledge or skills in new situations.

Service-Learning

While there are a number of forms of experiential education, service-learning has emerged as the most common form as an attempt to capture the sentiment to the on-campus political activism of the 60s and 70s throughout the United States. Service-learning is academic instruction with a service requirement (Bringle & Hatcher, 1996). Service-learning is a "form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development" (Jacoby, 1996, p. 5). If experiential education is an overarching teaching philosophy that engages learners in direct experience and focused reflection in order to develop people's capacity to contribute to their communities, then service-learning is the mechanism in which to instill those values.

As delineated in Bringle and Hatcher's 1996 article, *Implementing Service-Learning in Higher Education*, service-learning allows students to participate in an organized service activity that meets identified community needs, usually for college credit, in a way that translates classroom learning objectives into the real world. Participating in some sort of service activity in college is an essential component of a well-rounded education (Boyer, 1987). Successful service-learning programs include active learning, frequent feedback, collaboration with others, cognitive apprenticeship (i.e. mentorship), and practical application (Marchese, 1997). In an

effective service-learning program, academic institutions and charitable partners come together to articulate the learning goals and service objectives for all the stakeholders. These stakeholders include the academic institution and charitable partner but also students, faculty members, and the charitable partner's constituents. Service-learning programs should be well-planned, articulate in the respective responsibilities, and engaging.

A step further than a traditional community service opportunity, service-learning always works to reinforce a broader academic curriculum. Service-learning should "encourage its participants to enhance their knowledge and hone their skills (the learning piece of service-learning) and should help community organizations to provide more and better services (the service piece)" (Olberding & Hacker, 2016, p. 27). Service-learning is also very different from an internship or cooperative education employment. In these more traditional environments, the student is learning by doing, and the emphasis is on the student performing a job for an employer.

Service-learning includes collaboration, reciprocity, and diversity (Jacoby, 1996). The student and the community collaborate to create a mutually beneficial relationship. In *Creating Breadth in Business Education Through Service-Learning*, Godfrey et al. (2017) delineated three elements for a successful service-learning experience, or what they have termed the "3 Rs" - Reality, Reflection, and Reciprocity. Reality relates to one's insight as service-learning experiences challenge students to solve problems with no right answers and real-world consequences. Reflection is how students apply skills to their knowledge of these out-of-classroom experiences. Finally, reciprocity understands social issues and how these experiences are symbiotic. "Students and community members should both understand and embrace the idea that their relationship is about mutual learning - the experience is about the creation of a

partnership, with intended mutually beneficial outcomes (Kenworthy-U'Ren, 2008, p. 815). By engaging in a reciprocal relationship, everyone both learns and teaches; participants are perceived as colleagues and clients, not servers.

Volunteer-based service-learning

Traditionally, service-learning can be volunteer-based or donation-based using direct (experiential philanthropy) or indirect fundraising methods. Volunteer-based service learning includes programs such as an alternative break where students engage in community service and conversation during a period off from school (such as winter, spring, or summer break). Both service-learning components - volunteering and studying - focus on the same field, so each experience reinforces the other, which makes both more compelling and valuable to both the volunteer and those they serve. Above all, learning is the goal and classroom sessions are purposefully integrated with volunteer opportunities to reinforce that goal. Conversely, student volunteering is defined as informal service to others in the academic community or formal service to those in the local community (Reilly & Odds, 2003). Unlike these traditional volunteerism opportunities, service-learning has an explicit learning objective, integrated with an equally explicit community-based purpose (Bringle, 2012, p. 106). For example, college students might participate in an alternative break trip to Philadelphia to spend time with elementary school students. This experience could explore the factors that cause the disparity of resources disadvantaged youth have access to in order to successfully transition to adulthood while also learning about the juvenile justice system and its disproportionate impact on African American youth.

Students are specifically drawn to these volunteer-based service-learning programs for a myriad of reasons. Broadly, volunteering has been found to encourage college students to

become more socially responsible, more committed to serving others, more empowered, and more dedicated to their education (Astin et al., 1999). These various motivations for volunteering are "complex and represent a host of basic human needs along with the state of people's personal and social lives" (Gillespie & King, 1985, p. 803).

People are motivated to volunteer for a myriad of reasons (Clary et al., 1996). Fitch (1987) found that egotistical rewards are as necessary as altruistic motives when it comes to volunteering. He specifically studied the motivations of college students volunteering in programs to find they could be classified into several categories: egotistical, altruistic, and social obligation. Egotistical motives focus on the self: "It gives me a good feeling of satisfaction to help others" (Fitch, 1987, p. 427). Altruistic motives focus on ways the individuals help others: "I am concerned about those less fortunate than me" (Fitch, 1987, p. 427). Social obligations focus on the relationship of the individual to greater society: "I would hope someone would help me and my family if I/we were in similar situations" (Fitch, 1987, p. 427). Gillespie and King (1985) found that younger volunteers, under the age of 35, were most concerned with using volunteer work as a means for obtaining job training and skills, another egoistic motivation for volunteering. These studies, and specifically the concept of social obligation, shows volunteering as a way of repaying one's debt to society. Service-learning has a proven positive impact on a student's academic performance as it is positively associated with various forms of personal development.

Chapman and Morley (2008) surveyed 152 undergraduate students to assess college students' motivations in volunteer-based service-learning programs. Motives of "value" (a need to act on one's personal values and beliefs about the importance of helping others) and "understanding" (a need to understand those served and oneself in relation to those served)

superseded "social" (a need to serve because it is presumed to be expected of them) and "protective" (a need to serve in order to escape adverse feelings such as those of guilt or loneliness) motives. Their findings corroborate the larger purpose of service-learning programs within university settings as "the integration of service and learning is aimed at deepening students' understanding of responsibility to the communities in which they live" (Chapman & Morley, 2008, p. 31). This helps students be "more able to act on our values that support beliefs about the importance of responsibility to others" (Chapman & Morley, 2008, p. 31). As students become more aware of the world around them, they can recognize the role they can play in helping others.

Donation-based service-learning

One of the newest teaching strategies when it comes to service-learning is experiential philanthropy, also commonly referred to as student philanthropy, a blend of academic learning with explicit hands-on philanthropic experience. Experiential philanthropy is "an experiential learning approach that provides students with the opportunity to study social problems and nonprofit organizations and then make decisions about investing funds in them" (Olberding, 2009, p. 463). It is a teaching and learning concept that integrates philanthropy with academic study to enrich learning, teach civic responsibility, and strengthen communities. This teaching approach presents students with the chance to study social problems and nonprofit organizations before making decisions about investing real funds in their work. The primary goal is not to create more significant service opportunities but for students to serve as philanthropic funding agents on behalf of their local communities (McDougle, 2016). Traditional service-learning involves the "time and talents" of student participants. To delineate student philanthropy from the aforementioned traditional service-learning, service-learning involves the "time and talents"

of student participants while student philanthropy uses the "time and talents" of student participants as well as "treasure" or funds that comes from foundations, corporations, government agencies, and even individuals via students' fundraising efforts to fuel their efforts (Campbell, 2004, p. 73).

"Experiential philanthropy is a pedagogic strategy for both civic engagement and nonprofit management education" (Campbell, 2004, p. 229). This is proven by instructors who teach experiential philanthropy courses do so with two goals in mind, - preparing students for lives dedicated to a life of civic engagement and professional work in the nonprofit sector. We can teach philanthropy using hands-on experiences objectively. The nuance is whether we teach philanthropy effectively and, more fundamentally, if students actually learn anything. In other words, what does it mean to "teach philanthropy," and why is this important? Experiential philanthropy is such an important learning strategy, because it connects students' desires to contribute to their greater communities, despite any previous lack of time or resources. Various scholars work to prove that each of these educational approaches is innovative in its own way. By incorporating traditional classroom experiences with practical philanthropic investment, volunteer work, and opportunities to apply textbook lessons towards helping worthy causes, students across the country are being encouraged to consider how they can use their resources to solve social problems in their communities. The research shows that this is an effective way to increase student learning and community engagement.

Importance of service-learning programs

Fortunately, studies have shown that an emphasis on service and civic involvement during college can predict similar engagement during adulthood, thus reversing the trajectory of these downward trends. Bowman et al. (2010) conducted a thirteen-year longitudinal study to

show that both college volunteering and service-learning have positive, indirect effects on several forms of well-being as measured by personal growth, environmental mastery, purpose in life, and life satisfaction. Results of surveys from two separate forms of community engagement during college, time spent volunteering and taking a service-learning course, were shown as positively related to general well-being thirteen years after college graduation. These forms of community engagement contribute to "future volunteer work and prosocial orientation, both of which are associated with greater well-being" (Bowman et al., 2010, p. 26). This study showed that college experiences are associated with subsequent behaviors, such as adult volunteering and attitudes and values aligned with a prosocial orientation, which in turn are positively associated with well-being. "In sum, college volunteering and service-learning were positively related to adult volunteering, which in turn predicted adult well-being" (Bowman et al., 2010, p. 25). Consequently, this study expands on existing research by showing that college students engage in volunteer work and service-learning at an age at which they are likely to form lasting identities and values. Future behavior and well-being may be substantially shaped by engagement in these early adulthood years.

Olberding (2012) expanded on Bowman's understanding of how the experiences of service-learning programs in college resonate with their participants after they graduate by asking, "Are students who participate in a philanthropy experience more likely to become 'real' philanthropists in terms of donating their time, talents and treasure?" (Olberding, 2012, p. 82). Surveys distributed to alumni of student philanthropy programs found that 86 percent of alumni made charitable contributions within the past year, 71 percent volunteered, and 15 percent served on nonprofit boards. These statistics are all higher than the national average for these behaviors by the Millennial demographic (Olberding, 2012).

Similarly, Astin et al. (1999) found that participating in service-learning activities during the undergraduate years substantially enhances several student-centered outcomes, such as academic ability, life skills development, and a sense of civic responsibility. Service-learning has a proven positive impact on a student's academic performance and personal development.

Batchelder & Root (1994) studied the participation in a college service-learning program at Alma College in Michigan and how it facilitated student development in the areas of civic engagement, social responsibility, and social conscience. Students who participated in these service-learning programs demonstrated "greater resolve to act in the face of acknowledged uncertainty and greater awareness of the multiple dimensions and variability involved in dealing with social problems" (Batchelder & Root, 1994, p. 352). Participation in service-learning programs was found to facilitate a greater capacity to think about social problems, promote the use of prosocial decision-making, and increase social consciousness when it came to thinking about the plight of other people. These results prove significant gains for the service-learning participants on specific cognitive dimensions, such as awareness and multidimensionality.

Yorio and Ye (2012) used meta-analysis to support the hypothesis that service-learning has a positive effect on the understanding of social issues, personal insights, and cognitive development. Their definitions of measurement included social issues, personal insight, and cognitive development. Social issues pertain to an individual's frame of reference that guides decision-making in terms of complex social issues, personal insight refers to an individual's perception of self, and cognitive development includes the tasks and skill development and academic achievement. Yorio and Ye also showed both why and how service-learning should be used to achieve a particular program or classroom's desired learning objectives.

These studies are all important, because over the next several decades, North American Baby Boomers will pass $30 trillion in financial and non-financial assets to their Millennial and Generation Z heirs in what is known as The Great Wealth Transfer. The transfer will peak between 2031 and 2045, during which time 10 percent of total wealth in the United States will change hands every five years (Accenture). Thus, the students impacted by these service-learning initiatives of today will be the major donors of tomorrow.

The need for service-learning programs

Universities can and should be, at the forefront of any push towards societal transformation by equipping their students with the skills needed to cope with mounting challenges across economic, racial, political, and social divides. Indeed, at the college level, Judy Wilson (2011) found that students involved in service-learning opportunities were significantly more likely to develop a greater level of empathy than students who did not participate in any service-learning experiences. Wiggins and McTighe (2005) defined empathy as the ability to walk in another's shoes while maintaining sensitivity to their individual circumstances. Research has shown that empathy is directly related to philanthropy (Bekkers, 2006; Bekkers & Wilhelm, 2006; Bennett, 2003).

Research has shown that the learning that comes with empathy is a powerful way to come to understand circumstances in a new light. In study at the University of New York at Stony Brook, donations by students to the homeless increased with openness to experience, not with conscientiousness (Levy et al., 2002). Openness to experience means one's receptivity to new ideas and new experiences (McCrae, 1993). This means that the students were more apt to support people experiencing homelessness, not just because they were previously taught it was the right thing to do but because they had the opportunity to see the world from a novel

perspective. It is these maturing worldviews that allow students to better understand and tackle such weighty issues of their time, be it access to affordable housing, food security, or any number of safeguards meant to protect vulnerable populations from hardship.

"When students gain perspective, they cognitively understand that complex issues have more than one answer, and there are many viewpoints in any situation" which is core to developing empathy (Wilson, 2011, p. 214). For example, Galinsky and Moskowitz (2000) found that undergraduate students who interacted with people in need, made an emotional connection, and were motivated to help express a new understanding of the people and their needs. Not only did these studies better identify with others, they felt compassion for them. This emotional connection in turn gave them the impetus to help. This collective research on empathy shows that service-learning is such a powerful tool not because students come out of the experience knowing how to solve a weighty issue, but because it gives them the safe space where they are brave enough to try.

Fortunately, universities across the country are starting to heed scholars' advice advocating for a service-learning component on their campuses. "Given the growth in interest and use of service-learning in colleges and universities, it is imperative for business educators and researchers, as well as faculty across academic disciplines, to better understand the impact of service-learning on student learning outcomes" (Yorio & Ye, 2012, p. 9). This is evidenced by everything from community service requirements and on-campus experiential learning offices. A *Research on Higher Education* study of 33,000 college students who participated in service-learning nationwide found that 65 percent (21,450 students) of respondents indicated it was "important to very important to participate in volunteer work" (Reinke, 2003, p. 131). Campus Compact was founded in 1985 as a coalition of university presidents to collaborate about ways to

encourage the integration of service into the core tenants of their respective institutions. Their 1999 *Presidents' Declaration on the Civic Responsibility of Higher Education* stated that college plays a critical role in educating students for citizenship. Preparing students to be active community citizens who value philanthropy, volunteerism, and civic engagement is a core tenant of a well-rounded education. In fact, to educate students without teaching them how to apply that knowledge for the good of society is a detriment to all parties involved.

These days, the number of courses enhanced with a service-learning component have grown exponentially across all types of higher education institutions within a myriad of academic programs and disciplines. In 2016, an average of 83 service-learning courses were offered at each of the 1,000+ member institutions of Campus Compact, in comparison to 64 courses reported in 2010 and 43 reported in 2008 (Campus Compact, 2016).

Additionally, the Association of American Colleges and Universities (AAC&U) has challenged its 1,350 global members to adopt core commitments at their accredited institutions, public, private and community colleges as well as research and comprehensive universities. These commitments extend the institution's educational purpose to address the development of personal and social responsibility. These tenets include striving for excellence, emotional and academic integrity, community contributions, respecting others' perspectives, and ethical and moral reasoning. In a 2008 survey sponsored by the AAC&U as part of its Core Commitments: Educating Students for Personal and Social Responsibility initiative, well over 90 percent of the 23,000 undergraduate students and 9,000 faculty, administrators and staff across twenty three campuses who participated were in agreement. "[Developing] personal and social responsibility should be a major focus of a college education" (AAC&U, 2008, p. 3). The majority of respondents believed that personal and social responsibility should be a major focus of attention

at their own college or university. Yet, despite the perceived value of attending to these issues across the survey groups, everyone reported that their campuses were not focusing enough attention on issues of personal and social responsibility (AAC&U, 2008). The AAC&U pledge formalized that service-learning can positively impact students' academic learning and skill development. If a student wants a textbook-based education, they can simply teach themselves and save tuition money. The real learning that happens in a university setting combines theoretical frameworks with a chance to apply those learnings in an environment that exists outside the classroom.

We must also look more broadly to the history of service in the United States. President Franklin Roosevelt created the Civilian Conservation Corps (CCC) in 1933 in response to the Great Depression as then America's largest organized nationwide civilian service program. The CCC was envisioned to combat the rampant unemployment of the time by putting hundreds of thousands of young men to work on environmental conservation projects.

About 30 years later in 1964, President Lyndon Johnson brought to fruition President John Kennedy's "domestic Peace Corps" initiative. The Volunteers in Service to America program (VISTA) placed volunteers throughout the country to help fight poverty through work on community projects with various organizations, communities, and individuals. In 1993, President Clinton signed the National and Community Service Trust Act to engage young Americans in direct community-based service programs, specifically. The Corporation for National and Community Service (CNCS), a product of the Act, now works as an independent agency of the United States government. It engages Americans in service through AmeriCorps, Senior Corps, the Volunteer Generation Fund, and other national service initiatives. Their mission is "to improve lives, strengthen communities, and foster civic engagement through

service and volunteering." Through this Act, well over a million volunteers and service corps members work in any given year to address the nation's most pressing social problems.

In, *Creating the New American College*, Ernest Boyer (1994) challenged university leadership to strive towards a "New American College" as an "institution that celebrates teaching and selectively supports research, while also taking special pride in its capacity to connect thought to action, theory to practice" (p. A48). Boyer called for the reinstitution of service to society as the primary mission of higher education institutions. This is arguably the original mission of colleges from the colonial colleges founded to train clergymen, to the rise of public universities founded starting at the end of the 18th century, and the designation of land-grant universities beginning in 1862.

Boyer wanted universities to "bring knowledge into intimate relationships with the small, daily problems of real people and real neighborhoods" (Boyer, 1994, p. A48). Alas, since that decree, college has become financially more unattainable to prospective students, while a bachelor's degree has simultaneously become increasingly required for entry-level employment. While more people are getting degrees (U.S. Department of Education), they are coming at a greater cost in every sense of the word. From January 1977 to June 2015, there has been an 1,041percent increase in tuition, which is over three times the rate of inflation (Bureau of Labor Statistics). After adjusting for inflation, the average amount borrowed by undergraduate college students who expect to finish their degrees has increased by more than 50 percent over the last twenty years (National Center for Educational Statistics). In addition, fewer college students are likely to finish college in four years, which further increases the costs of attaining a degree (Bound et al., 2012).

Within this climate, service-learning programs have been found to help adjust new students to college (Zlotkowski, 2002), retain current students (Astin & Sax, 1998; Bringle et al., 2010; Roose, et al., 1997), raise grades (Berson & Younkin, 2015), and ultimately increase graduation rates (Astin & Sax, 1998; Lockeman & Pelco, 2013; Roose, et al., 1997), which all help universities justify their price tags in an increasingly competitive market. Succinctly, "undergraduate service participation serves to enhance academic development" (Astin & Sax, 1998, p. 357). Thus, service-learning programs provide universities a competitive edge in developing engaged graduates. Students serve amongst populations who already understand their responsibility to give back by applying their knowledge to complex community challenges.

Limits of service-learning

It is important to understand how service-learning facilitates or hinders equity in communities. Rosenberger (2014) asked "to what extent does service learning, although intended to meet community needs and promote active citizenship, sustain the hegemony of the elite and perpetuate the status quo of the privilege and oppression created by the economic and educational opportunities of class, race, and gender" (p. 24)? Being able to take part in a service-learning program is an inherently privileged choice. Depending on the school setting, the program might cost additional money, take place during school breaks, or offer credit that does not fulfill any graduation requirements. This means that the self-selecting group of service-learning participants might not accurately reflect a more diverse school population. Students who participate in the programs may see their journey through an individualistic lens that reinforces the unintended privileges inherent to the program. They may become advocates of the hegemonic system rather than seeking to redistribute equity to others in their communities. Many

universities are located in urban environments where there is a stark juxtaposition of the wealth inside ivy gates and the reality of the people living just beyond them.

Even the word "service" implies an "inequity between the 'servers' and 'those served'" (Kendall, 1990, p. 24). Many authors (e.g. Cruz, 1994; Kendall, 1990; Seidel, 1994) have further challenged the term for perpetuating the misconception that in service-learning settings, one group is coming in for the purpose of doing something for another group. For example, when a college professor introduces their service-learning students to the leadership of a local nonprofit organization that works with at-risk youth, the situation can easily translate as the students coming in to dictate best practices with the backing of their university. The professor actually brought them there to learn from practitioners who are tackling this weighty issue day in and day out.

When creating these power dynamics between these benefactors and beneficiaries, how does service-learning work towards a more equitable society or deepen the chasm between the haves and have-nots? Despite its best intentions, is service-learning really progressing social change or just a false feeling of accomplishment for its student participants? Barbara Jacoby (1996) also took umbrage with the word "service" but understood it to be "the most common and accessible word to use" (Jacoby, 1996, p. 8). Accordingly, Rosenberger's critical learning experience approach challenged educators to "create service-learning experiences that extend beyond empathy and 'helping others'" (Rosenberger, 2014, p. 42). This is an interesting perspective in that previous scholars (e.g. Levy et al., 2002; Moskowitz, 2000; Wilson, 2011) have heralded service-learning for this ability to promote empathy. Rosenberger (2014) is pushing them to think beyond those contrived limits and expect more by "enlarg[ing] students' critical consciousness and contribut[ions] to the transformation of society" (p. 42). A student

working with a youth crisis shelter for a semester is not going to be able to prescribe best practices around solving homelessness or providing social services for vulnerable populations. The student has neither the skills nor experience to make a valuable impact.

This is where service-learning programs should emphasize the learning part of the opportunity as a way to navigate potential challenges relating to these power dynamics and miscommunicated intentions. Instead, the student can walk away from these experiences with a better understanding of how they can work to be an effective change agent within their community through future decision-making. Rosenberger's evolved service-learning framework stresses the importance of choice (students choose the service-learning experience to develop a sense of ownership); dialogue and agency (students get the chance to talk to organizational stakeholders); problem-posing (students work to unveil and problematize the reality); and conscientization (students envision more just solutions). Students should be able to recognize and discuss opportunities around where and how they direct their efforts. They should also learn to frame social problems in contexts that allow them to consider fair and equitable solutions.

Evaluating the value of community partners is a vital component of assessing service-learning courses and programs because "effective and sustainable service-learning depends on mutually-beneficial partnerships between campus and community" (Bringle & Steinberg, 2010, p. 437). It is thus of utmost importance that in these environments, participants do not slip into "us versus them" mentalities as benevolent but occasionally condescending help-givers (Jacoby, 1996). Instead, successful service-learning programs should stress the importance of intentional integration of service and learning. Understanding the reciprocal relationship of both service and learning amongst students, charity partners, constituents, and the school is key.

But a few scholars have explicitly focused on the benefit of service-learning on partner organizations (Hart, Maddison, & Wolff, 2007; Kindred, 2020; Olberding & Hacker, 2016; Sandy & Holland, 2006; Stoecker & Tyron, 2009). Bringle and Steinberg (2010) noted that few empirical research studies have focused on service-learning's impact from the community partner's perspective. "Students who participate in service-learning projects that make a significant community contribution may be more likely to have an even stronger sense of self-efficacy and a commitment for future service" (Bringle & Steinberg, 2010, p. 437). Well-designed service-learning courses should also focus on how student involvement benefits the communities and the partner organizations that host service-learning students.

Kenworthy-U'Ren (2008) concluded that given the continuous development of service-learning programs on college campuses, academics and practitioners are starting to accept pedagogy. "Students and community members should both understand and embrace the idea that their relationship is about mutual learning - the experience is about the creation of a partnership, with intended mutually beneficial outcomes" (Kenworthy-U'Ren, 2008, p. 815). Students build their emotional capacity to work with diverse populations around community issues while the partner organizations they work with gain from an expanded network of future donors, volunteers and advocates of their cause. This ties into the reciprocity component of Godfrey's "3 Rs." Service-learning provides ample opportunities for growth between partner organizations and students.

Kenworthy-U'Ren raised three issues as the next steps for service-learning authors and practitioners. First, how do we design effective and sustainable university/community partnerships? Service-learning partnerships are only possible in learner-centered environments, where faculty members are engaged partners in the learning process while collaborating as

partners with their students and all involved community members. Second, how do we optimize the intersection between online learning and service-learning to effectively supplement these teachings? Third, and finally, how do we address problems stemming from the conspiracy of courtesy?

Conspiracy of courtesy is interaction imbalances whereby charity partners courteously, politely, and silently fail to share vital information with service-learners because of perceived power dynamics (DiPadova-Stocks & Victor Brown, 2006). Instead of coming into this partnership as collaborators, the charity partner takes the gracious recipient's stance toward beneficent academics, a phenomenon underlined by three assumptions. First, educationally qualified academics possess all of the relevant knowledge to assist people in need. Second, there is little knowledge academics can acquire from community members in need. Third, people in need lack appropriate levels of strength and resources. "Acceptance of these foundational assumptions prevents acknowledgment, confrontation, and disarmament of the conspiracy" (DiPadova-Stocks & Victor Brown, 2006, p. 138). Thus, students and educators in these programs should enter with the intention of wanting to learn, not correct or suggest, as the charity partners they are working with assuredly have more expertise and experience in tackling their mission.

Service-learning is yet another platform where "those who have power and privilege, even if only by education, name the problems and the solutions for the less privileged" (Rosenberger, 2014, p. 24). Charity partners need to see themselves as equally qualified and integral to this equation. They indeed possess the practical knowledge that a classroom curriculum would otherwise lack. Thus, for service-learning projects to be successful, all of the

involved parties must set aside biases and misunderstandings that there is one right way to progress as they work collectively toward a mutual learning outcome.

Prosocial behavior and endurance-based activities

"Sport is an extraordinarily pervasive social phenomenon," so it is of no surprise that there is a robust body of literature that has proven sports to provide a platform for developing and displaying moral consciousness (Eitzen & Sage, 2003, p. 1). Among the laundry list of qualities that sports are known to instill, Joseph Doty (2006) found that they can build positive character values like honesty, responsibility, fairness, and respect. These outcomes are similar to that of service-learning programs and indicative of prosocial behavior (Colby et al., 2003; Eyler & Giles, 2010; Strain, 2005) and show that athletes display prosocial behavior in a sporting context.

Broadly, moral behavior involves seeing a moral problem, caring enough to do something about it, deciding what to do, and then doing it (Rest, 1983). Character, and specifically sports character, can be described as comprising four virtues: compassion, fairness, sportspersonship, and integrity (Shields & Bredemeier, 1995). The possession of these qualities facilitates the consistent display of moral action in sport. As such, competitive sport can contribute to the development of these individual virtues. The social nature of sports provides ample opportunities to develop morals through both prosocial (such as, cheering on a teammate) and antisocial (such as, intentionally injuring an opponent) behavior to develop (Kavussanu, 2008).

Hellison's *Teaching Physical and Social Responsibility* (2003) advocated for using physical education instruction to teach young students how to take more responsibility for their own and others' well-being. It is the intention that this method translates beyond the gymnasium to help them navigate their lives with a more affirmed value set. Organized sports create the

opportunity to "provide a forum for the teaching of responsibility, cooperation, subordination of self to the greater good, and the shaping of motivation and achievement behaviors" (Kleiber & Roberts, 1981, p. 203). Consequently, sports contribute to the development of prosocial behavior because team affiliations might discourage egocentric behavior and provide opportunities for altruistic behavior (Cooper, 1982).

Kavussanu and Boardley (2009) surveyed 1,213 athletes of various contact team sports (soccer, rugby, hockey, basketball, and netball) across 103 teams to develop a measure of prosocial and antisocial behavior in sport. It is important to understand both prosocial and antisocial behavior in order to understand overall social behavior in sports since evidence of one could be outweighed by evidence of the other. Kavussanu and Boardley's resulting Prosocial and Antisocial Behavior in Sports Scale (PABSS) is a twenty-point survey across four factors: individual prosocial and antisocial behavior directed at either teammates or opponents. They specifically focused on contact sports, because they are team sports that provide more opportunities for social interaction and force players to come into physical contact with each other and their opponents in play. These settings have the potential to raise moral issues. On the field, players have to come together to support and encourage their teammates as they work towards a literal common goal which models prosocial behavior. Conversely, they are also known to sabotage opponents and verbally accost teammates, rivals, and game officials, which models antisocial behavior.

In sports, one has to learn how to lose in stride and accept that not every call will go in their team's favor (prosocial behavior) as opposed to yelling or physically retaliating (antisocial behavior). Overall, "sport is a reflection of the value trends occurring in society. Sport in an environment that symbolizes cultural values and is a medium through which young people learn

about and experience many of the core values of our society" (Bredemeier & Shields, 1995 as cited by Doty, 2006, p. 5-6). Accordingly, Kavussanu and Boardley (2009) ascertained that sports provide context for athletes to learn how to control themselves, resolve conflicts, and learn to work with others, which are all hallmarks of prosocial behavior.

Shields et al. (2017) examined the relationship between prosocial and antisocial behavior in U.S. intercollegiate athletes in relation to Kohlberg's moral development theory to find that moral identity is the best predictor of prosocial and antisocial behavior in sport. Kohlberg's theory posits that moral reasoning, a necessary but not sufficient condition for ethical behavior, has six developmental stages, each more adequate at responding to moral dilemmas than its predecessor. These six stages of moral development occur in phases of pre-conventional, conventional, and post-conventional morality. Shields et al. determined that prosocial behavior within a sports environment was positively correlated with moral reasoning maturity, higher appreciation of moral values, moral identity, and a partnership contesting orientation.

All of this research can be caveated by asking, to what extent do these findings hold true? For example, Zhu and Han (2019) found that prosocial behavior, specifically leadership, social facilitation, and group cohesion, is higher among recreational athletes than among professional athletes, who might feel less pressure to perform at a higher level. On the opposite end of the spectrum, how young are these moral values ingrained into athletes, and by whom? Starting from an earlier age of development, Duquin and Schroeder-Braun (1996) surmised that youth sports programs shape views on peace, conflict, and morality. They saw coaches as moral arbiters and asked how coach-athlete relationships contribute to the "development of empathy and prosocial behavior."

Further research has shown that prosocial and antisocial behavior in the sporting context depends on the moral atmosphere of the sporting environment, the levels of moral reasoning about dilemmas that are salient to competitive sport participation, and the relationship between coaches and their athletes (Rutten et al., 2011). This is an important distinction as service-learning theory has not historically looked to educators or group leaders as the defining role models in such experiences in the same way sports literature analyzes the role of coaches.

Sports are essential for the learning that happens on the field and for all that happens off of it, specifically in terms of lessons on character and citizenship. These settings are infused with "moral consequences" (Jackson et al., 1993, p.xii) that impact student-athletes' moral development. Consequently, in a sports environment, the "influence of peers increases with age, and learning from peers is more likely to be about caring, reciprocity, kindness, cooperation between equals, and sharing" (Duquin & Schroeder-Braun, 1996, p. 354). Rutten et al. (2011) showed that athletes displaying higher levels of moral reasoning report more prosocial behaviors in the context of sports. Further, they found a relationship between higher levels of moral reasoning between teams and less antisocial behaviors amongst themselves or opponents. It is important to caveat that positive character-building (Gerdy, 2000; Hellison 2003) and prosocial behavior are not inherent in sports settings (e.g. Kavussanu & Boardley, 2009;). In fact, Shields and Bredemeier (1985) found that high school and college athletes understood the difference between behaviors that would be unacceptable in everyday life and that were deemed appropriate in the sports setting. Participating in athletic competitions lowered their moral reasoning. Yet, "young people need that experience of acceptance; it can come in a variety of ways… but in the United States, it is sports that have been elected primarily to fill this need" (Michener, 1976, p. 19). Therefore, sports help develop prosocial behavior because participation

in said sport has the potential to shape an individual's actions. To connect this literature on sports participation as a precipitate of prosocial behavior, we can look at how one's peers have an influence on their likelihood to take part in a service-learning activity, much like one's team influences their behavior in a sports setting.

Astin (1993) collected data from nearly twenty-five thousand students at over two hundred institutions of higher education as well as from faculty members at these same institutions to determine a "student's peer group is the single most potent source of influence on growth and development during the undergraduate years" (Astin, 1993, p. 398). Further, the values, beliefs, and aspirations of individual students generally tend to sway in the direction of the correlating dominant values, beliefs, and aspirations of their peer group, which is a confirmation of notions of "progressive conformity" (Astin, 1993, p. 2) and "accentuation of initial differences" (p. 8-9).

Dalton and Petrie (1997) conducted conversations with a group of seven students of "moral exemplar" at Florida State University (FSU) to find, among other things, that "volunteering for community service was positively regarded and praised by the campus peer culture" (Dalton & Marie Petrie, 1997, p. 20). Moreover, the peer atmosphere regarding community service was an important source of positive feedback and, thus, a source of motivation for these students. "Student peer culture can be instrumental in enhancing civic responsibility and promoting moral character" as it "shapes personal meaning and behavior through everyday language, practices, values, and rituals" (Dalton & Marie Petrie, 1997, p. 19). Again, we see how one's peer group acts similarly to that of one's teammates in influencing one's behavior.

Charity sport events

The concept of pairing an endurance fitness challenge with charity is hardly new. Since the first March for Babies (originally called WalkAmerica), a nationwide walking fundraiser that started in 1970, the March of Dimes has hosted participatory sport events, which have emerged as viable fundraising mechanisms for charitable organizations. "Charity sport events represent special events which include some form of physical exertion where participants raise funds for a charitable organization based upon the activity performed" (Filo et al., 2011, p. 492). The American Heart Foundation has been promoting Jump Rope for Heart to encourage kids to have a positive attitude towards exercise, healthy eating, and heart health while raising funds to fight heart disease since 1978. Team in Training has been raising money for the Leukemia & Lymphoma Society through their charity running program since 1988. During a charity sport event (CSE), participants pay a registration fee or work towards a fundraising goal that goes to support a specific charity or cause in exchange for taking part in a structured physical activity (Filo et al., 2013). These types of events have proven to be successful as fundraising and publicity opportunities for the beneficiary organization while providing an outlet for recreation and altruism for their participants (Higgins & Lauzon, 2002).

Palmer and Dwyer (2019) expanded the conversation around CSE or "fitness philanthropy" to consider how such endeavors are just a new way of being a "good" person in support of your community. This performative altruism can be seen on display every November at the New York City Marathon. In 2020, New York Road Runners (NYRR), the governing body that hosts the marathon, announced that they expected 11,000 official charity runners representing more than 450 causes to participate in the race that year while raising $50 million (the race was then postponed because of the Covid-19 pandemic). Here, it is not just enough to

privately donate to that organization when you can donate to that organization and also be

heralded for conquering 26.2 iconic miles as part of the largest marathon in the world.

Palmer and Dwyer's argument also includes a neo-liberal approach to fitness

philanthropy where individuals need to be vested in the health of others as well as themselves.

This theory fits into the reality of what is happening in the United States around social services

as a result of the "second-order devolution" as components of public assistance responsibilities

are shifting to local governments and nonprofits as the federal government has tightened its

spending regarding general services (Mullins & Pagano, 2005). This shrinking of the social

safety net provided by the federal government has only succeeded in making nonprofit services

more necessary but more difficult for vulnerable populations to access while placing a more

significant strain on nonprofit capacities that had to serve an increased number of constituents.

Hence, participating in a CSE in support of a local organization funding cancer research is a way

in which an individual can confront the winding back of health services, programs, and

interventions.

Research on the motivation for one's participation in CSE is multidimensional (Bennett

et al. 2007; Chiu et al., 2016; Filo et al. 2011; Scott & Solomon, 2003). People are driven by any

number of factors to participate in such events. These include intellectual, social, and

competency motives along with the motives of reciprocity, self-esteem, the need to help others,

and the desire to improve the charity contribute to individuals' attraction to such events.

Specifically, a study of CSE participants versus non-CSE participants found that CSE

participants ranked higher than their counterparts in self-esteem motives, personal goal

achievement, competition, and recognition/approval (Rundio et al., 2014). Kevin Filo et al.

(2009) conducted interviews with CSE participants to find that camaraderie (valuing warm

relationships with others), cause (a desire to be self-fulfilled and well-respected), and

competency (a sense of accomplishment) are three major themes that explain the gravitation

towards these types of events.

Above all, philanthropic motives supersede one's willingness to participate in a CSE

(Won et al., 2009) along with a person's current level of involvement with the cause and their

desire to foster a healthier lifestyle (Bennet et al., 2007; Hendriks & Peelen, 2013; Filo et al.,

2011). CSE promotes a sense of community (Filo et al., 2013), fundraising through meaningful

activities (Hendriks & Peelen, 2013), and motivation for participants to be physically active

(McDonald et al., 2002).

Tying charity to sport allows both platforms to benefit from a larger audience as people

are introduced to one through the other as such events draw in both activity and charity

enthusiasts (Filo et al., 2014). A runner might not know the importance of multiple sclerosis

research when they sign up for a local 5k, but the organization nonetheless gains a new potential

donor. Research has even shown that event satisfaction, and camaraderie are stronger for

attendees of CSE whose primary motivation for participating is unrelated to the cause itself

(Inoue, 2015). In this example, race works as a public relations and general awareness tool for

the organization to build a footprint in the community and to acquire new donors and revenue

(Gronbjerg, 1993). Concurrently, a loyal board member of that same organization may never

have signed up for the 5k had it not been in support of their cause, but will now reap both the

physical and psychological benefits of their participation (Filo et al., 2014).

Several studies have also shown that participants leave these CSE having grown a sense

of attachment to the event, specifically, and organization, generally (Filo et al., 2011; Filo et al.,

2012; Filo et al., 2014). Attachment is defined as the event taking on an emotional, symbolic,

and functional meaning for the participant (Funk et al., 2011). "The charitable component of charity sport events leads to both attraction and attachments of that event" (Filo et al., 2013, p. 522). These feelings could explain how nonprofit organizations are able to engage a captive audience in the face of declining rates of individual giving (Giving USA).

It is also pertinent to review how volunteers of these CSE relate to the events and the larger cause. Peachey et al. (2014) found that volunteers of the World Scholar-Athlete Games were motivated by their values (helping others), social (meeting new people), understandings (expanding awareness), careers (learning new ideas to bring back to work), and self-enhancement factors (feeling a sense of satisfaction for helping others). Moreso, volunteers whose initial motivations were satisfied continued to stay involved with the organization year after year through donations of time or money. Another study found that volunteers who felt hope and pride in relation to a Relay For Life event reported being more committed to the charity, satisfied with their volunteering experience, and intended to return the next year (Legg et al., 2019). This shows that CSE creates a positive atmosphere where said volunteers feel like they are contributing to a worthwhile cause. It is in this type of environment that Susan G. Komen's Race for the Cure has grown from a hometown event in Peoria, Illinois, into a worldwide phenomenon supported by over 100,000 volunteers across four continents, making it the largest 5k series in the world.

Endurance-based activities as a teaching tool

There is a small body of research focusing on how the facilitation of sports for college students can act as a conduit for the same principles and lessons connected with service-learning. Sport-for-development (SFDT) purports that combining sport with cultural enrichment (like arts and music) and educational activities can provide a foundation for promoting positive impacts

and cultivating social capital for both facilitators and participants (Lyras, 2007; Lyras & Welty Peachey, 2011). Social capital development refers to a set of shared values that allows individuals to work together in a group to effectively "facilitate coordination and cooperation for mutual benefit" (Putnam, 1995, p. 65). This theory has been used throughout sport and leisure research to show how sport can be used to achieve a common purpose (e.g., Tonts, 2005; Welty Peachey et al., 2013). Said research shows that sport allows for the development of bonding and bridging social capital for participants (Sherry, 2010; Sherry & Strybosch, 2012; Tonts, 2005) and other vested stakeholders such as facilitators, sponsors, and the community-at-large (Burnett, 2006; Schulenkorf et al., 2011). Bonding social capital refers to intra-group or community relations, whereas bridging social capital refers to relationships between social groups, social class, race, religion, or other important socio-demographic or socio-economic characteristics (Putnam, 1995).

Thus, sport-for-development (SFD) initiatives attempt to use sport as a medium to effect positive change in society through promoting intercultural exchange, conflict resolution, peacebuilding, and assisting marginalized communities (Lyras & Welty Peachey, 2011). Consequently, college students enrolled in service-learning programs that encompass SFD have been found to experience positive outcomes, including increased cultural understanding, community connection, and enhanced cooperation among diverse groups (Bruening et al., 2010). These practices were initially driven by physical education teacher education (PETE) taking an interest in service-learning as a pedagogical method to graduate more highly qualified teachers who are committed to diversity in thought and teaching strategy (Domangue & Carson, 2008; Cervantes & Meaney, 2013; Chiva-Bartoll 2020; Gil-Gómez et al., 2015).

In these scenarios, students host EBA (such as sports camps, tournaments, after-school programs, or clinics) as part of service-learning programs. Through SFD initiatives (also referred to as sport-based service-learning), participants use sports or physical activities to better connect with the larger community to meet critical needs (Green 2000; Moorman & Arellano-Unruh, 2002; Richards et al., 2012). This paradigm shows that we can use "sports as a catalyst for broader human and community development" (Bush et al., 2016, p. 127). For example, Huffman and Hillyer (2014) designed a Sport and Community Development (SCD) class at the University of Tennessee. The class was aimed at addressing the health needs of the Iraqi refugee population in Knoxville by using sport to encourage a cross-cultural dialogue between the Iraqis and the student participants. The class promoted larger themes around student learning and community development, where the students worked to build a more inclusive community for their new neighbors. The authors found that the inherently physical nature of sport or exercise can promote trust (Huffman & Hillyer, 2014, p. 79). This study showed that a sports-based service-learning model could positively address the needs of the community while promoting analytical student learning through practical application.

Similarly, Mumford and Kane (2013) examined the work of a graduate sports-marketing class at the University of Central Florida, which implemented a program called "Hoops Against Hunger" in response to the devastation left in the wake of hurricanes Charles, Frances, Ivan, and Jeanne in September of 2004. The goal of this sport-related service-learning program was to encourage local middle school students to become more actively involved in civic engagement as they worked to collect food for their most vulnerable neighbors in exchange for participation in the basketball camp. For the participants, this program allowed them to meet the critical needs of their community while giving them the opportunity to enhance their athletic skills. In service-

learning programs that involve sport (i.e. Huffman & Hillyer, 2014), participants initially connected over their common interest in the sport before gaining greater insight and appreciation for the larger themes of the program, such as community-building.

In another study, Bruening et al. (2015) examined a program called City Sport to determine how and to what extent it produced positive outcomes related to social capital development for its college student leaders. City Sport is a program run out of the School of Education at Northwestern University that facilitates programs for K-8 programming centered on academic advancement and healthy habits for students in the surrounding area of campus. Bruening et al. found that college student leaders taking part in this SFD service-learning program experienced increased social capital development (i.e. bonding, bridging, enduring relationships, the formation of trust, and reciprocity) and that it was sustained over time. They also found that this impact was even more pronounced for the students who remained involved in the program over a longer period of time. Another study interviewed the college student leaders of City Sport after they graduated to find that as alumni, they were more able to better recognize social inequalities because of their involvement in the program (Fuller et al., 2015). Collectively, this research shows that pairing academic and athletic activities can help increase attitudes related to prosocial behaviors.

Finally, Peterson (2012) used the Chase Charlie Races operated out of the Ball State University Sports Administration Club as a case study on how sport-related service-learning benefits both the participants and facilitators. Beyond a community race, the program consisted of an eight-week after-school running program for elementary school youth run by undergraduate students in the club. Each lesson included a mix of physical activities and conversations on living a healthy life. 90 percent of the youth participants reported that they

would take part in the program again, thus achieving the program's goal of encouraging healthy habits and active lifestyles. From a service-learning perspective, the student facilitators gained experience managing an event and working in a high-pressure environment, both of which could be added to their resumes.

This cumulative research is important because it shows that work is already being done to prove how sport can be used as an agent for change for encouraging prosocial behavior amongst both the facilitators (Bush et al., 2016; Cucina & McCormack 2001; Green, 2000; Himelein et al., 2010) and participants (Green, 2000; Himelein et al., 2010; Meaney & Koppf, 2010; Stanley et al., 2006; Stiehl & Galvan, 2005). "Social capital is an important outcome for SFD programs, and the structures, mechanisms, and processes proposed in SFDT can facilitate this outcome" (Bruening et al., 2015). Sports continue to show their potential in promoting social capital, uniting diverse groups, and fostering individual development.

Physical endurance-based service-learning

We now must bridge the gap between volunteerism and philanthropy's measured positive effects with the measured positive effects of physical activity. Thus, physical endurance-based (PEB) service-learning is academic instruction with either a volunteer and/or donation component as well as a fitness/endurance/challenge.

As per the World Health Organization's constitution, "Health is a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity." Since the WHO definition came into widespread use in 1947, the medical world has changed to view individuals as inherently social creatures whose health is affected by social behavior and interaction (Larson, 1998). PEB-SL speaks to this three-part view of health by including the

physical component of the proven mental and social benefits of giving back to charity (Konrath, 2014; Konrath & Brown, 2012; Kumar et al., 2012; Smith & Davidson, 2014).

Additionally, college students find that a lack of time, energy, and willpower prevents them from engaging in regular exercise (Ball et al., 2018). Thus using the same rationale of CSE, PEB-SL can provide students with the motivation to lead healthier lifestyles while fostering an attachment to good causes (Filo et al., 2014). This correlates with the idea that voluntarily giving to charity - both time and money - has psychological, social, and physical benefits (Konrath, 2016).

Further, Olivola and Shafir (2013) have shown that there is evidence that the addition of pain and effort can increase willingness to contribute to a prosocial cause. 136 undergraduate students responded to a study saying that they would feel more satisfied and would donate more money to charity if they were given the opportunity to run a race for a cause that they cared about as opposed to writing a check. In another study, students who submerged their hands in a bucket of ice-cold water for one minute gave more money than students who were not told that they would have to put themselves through pain to donate.

Therefore, the anticipated physical exertion of an EBA can lead people to ascribe greater meaning to their contributions and to the experience of contributing, thereby motivating higher prosocial contributions (the "martyrdom effect"). This theory correlates with Filo et al.'s (2011) findings that both recreation-based and charity-based motivations equally contribute to a participant developing an attachment to CSE. The idea of suffering for a cause they care about can help make one's support feel more meaningful, as if to say, "I care so much about this cause that I am willing to push beyond my comfort zone to prove it."

Hyde et al. (2016) examined the determinants of CSE volunteers' satisfaction, commitment to the organization, and intended future actions. Their findings suggest that multiple volunteer motivation factors, such as socializing/enjoyment and financial support of the organization, were positively associated with satisfaction and overall commitment to the organization, which led to greater intention to volunteer not only for the CSE in the future but also for other charity events. Hyde et al. revealed that CSE volunteers are more likely to engage in future volunteering behavior when they are satisfied with their volunteer experience as a result of that behavior in the past. This research along with the aforementioned literature on service-learning in college as an indicator of sustained prosocial behavior in adulthood, shows that PEB-SL can be more efficacious than traditional service-learning opportunities.

This research speaks to why a student might develop a stronger attachment to a cause in both the short and long-term through PEB-SL than a traditional service-learning experience. As students develop this stronger sense of attachment to their service-learning experience, given its EBA component, they may attribute greater meaning to their contribution to the cause, thus encouraging them to act with greater altruism.

Positive Tracks is a nonprofit organization that advocates for youth up to the age of 23 to "sweat for good." This mentality aims to teach their participants, Positive Trackers, how they can actively engage with and learn from organizations in their community. Positive Trackers can use the tools and resources provided by Positive Tracks to start their own challenges or participate in an existing one. For example, someone might start a month-long running program to advocate for voter registration or join a burpee challenge to raise funds for racial justice. A 2017 independent study found that through these experiences, youth participants reported increased levels of self-efficacy and self-confidence (Greenberg & Babiak, 2017). Notable themes of the

study overlap with themes previously discussed in this study. Positive Tracks experiences challenged participants to extend past their comfort zones to try new things and overcome obstacles (e.g., Filo et al., 2011; Olivola & Shafir, 2013). Captains of fundraisers reported a feeling of working toward something "bigger than themselves," which harkens to the importance of empathy (e.g., Levy et al., 2002; Moskowitz, 2000; Wilson, 2011). Participants gained a keen understanding of how people can come together to support a cause (e.g., Kavussanu & Boardley, 2009). Finally, participants reported that they would be inclined to support future events aiding their communities (e.g., Bowman et al., 2010; Bringle & Steinberg, 2010). To their credit, 73,600 Positive Tracks youth participants have turned 383,675 miles of physical activity into critical advocacy and activism around core issues and $11.1M for causes and organizations shaping our future. This program is a case study on how philanthropy can be successfully combined with athletics to encourage physical health and civic engagement.

Conclusion

College students across the country are being encouraged to consider how they can use their resources to solve social problems in their communities by incorporating traditional classroom experiences with practical philanthropic investment, volunteer work, and opportunities. The selection of work and theory by the cited scholars represents just some of the research being done regarding youth philanthropy and volunteerism. Overall, they have proven a positive correlation between individuals who participate in some sort of philanthropic pursuit as students and their commitment to giving back to their community, both in the short and long term.

Based on the previously discussed research that has proven sports to provide a platform for developing and displaying moral consciousness, we can analyze the measured positive effects

of volunteerism and philanthropy with the measured positive effects of physical activity. We can

compare traditional service-learning programs with PEB-SL programs to measure how service-

learning objectives are enhanced or harmed by this added physical component.

Chapter Three - Methodologies

This study uses qualitative methodology to work toward answering the aforementioned research questions. This chapter describes the specific methods that are employed and includes the following subsections: methodological overview, data collection, and data analysis.

Methodological Overview

Much of the work around the assessment of service-learning programs has been a quantitative endeavor (for example, Antonio et al., 2000; Astin & Sax, 1998; Astin et al., 1999; Batchelder & Root, 1994; Bringle & Hatcher, 2000; Cohen & Kinsey, 1994; Eyler & Giles, 1994; Eyler et al., 1997; Greene & Diehm, 1995; Hudson, 1996; Kendrick, 1996; Mabry, 1998; Miller, 1997; Myers-Lipton, 1996; Nnakwe, 1999; Rice & Brown, 1998; Stukas et al., 1999; Vogelgesang & Astin, 2000). These quantitative studies have been helpful in showing the metrics for personal, social, learning, and career outcomes, among many other things. While numbers paint a compelling picture of a program's successes or failures, "when addressing the mandate to demonstrate the efficacy of service-learning, it is important to think about what cannot be captured in these more conventional kinds of assessment approaches" (Polin & Keene, 2010, p. 23). Herein my study lies in those "unconventional" kinds of assessment.

Fundamentally, qualitative research is a "situated activity that locates the observer in the world" (Denzin & Lincoln, 2017, p. 3). Qualitative research strives to understand the meaning people attribute to the world around them and the experiences they take part in. As Patton (1985) explains, qualitative research is:

> *an effort to understand situations in their uniqueness as part of a particular*
> *context and the interactions there. This understanding is an end in itself so it is*
> *not attempting to predict what may happen in the future necessarily, but to*

understand the nature of that setting - what it means for participants to be in that setting, what their lives are like, what's going on for them, what their meanings are, what the world looks like in that particular setting… The analysis strives for depth of understanding (p. 1).

Qualitative research helps to understand the full breadth of context, emotional connection, and challenges that come out of PEB-SL experiences. Qualitative methods "add depth and detail to completed studies that use quantitative data…" (Patton, 2002, p. 193). Qualitative research is "richly descriptive" as it relies on words rather than numbers to convey what the researcher has learned (Merriam, 2002). When marked patterns are established through quantitative research, "it is often helpful to fill out the meaning of those patterns through an in-depth study using qualitative methods" (p.193). This sentiment relates to Westheimer et al. (2000), who wrote that a challenge with quantitative service-learning evaluations is that the research has been largely focused on trying to prove that service-learning "works" without understanding what is meant by "works." My work focuses on adding nuance to the gaps left behind in previous service-learning research. This research builds on a pilot study conducted in the summer of 2021 (previously mentioned in Chapter 1) that included eight past participants of The Dream Project.

This research is grounded as a case study that involves the study of a case (or cases) within a real-life, contemporary context or setting (Yin, 2014). Case studies are intensive descriptions and analyses of a phenomenon or social unit such as an individual, group, institution, or community (Stake, 1995; Merriam, 1998, 2002). Case(s) must be bound by time and space through detailed, in-depth data collection involving sources of information that is analyzed to understand commonalities and differences (Creswell & Poth, 2018). Specifically, this is a case study of three groups of students and their experiences within three different organizations. By focusing on a single case or a limited number of cases, a researcher can

describe the phenomenon in depth. A multiple case study refers to a case study in which several instrumental bounded cases are selected to develop a more in-depth understanding of the phenomena than a single case can provide. This approach is most apt to study three cycling and service organizations that were purposefully selected to show different perspectives on the phenomenon. Qualitative researchers are oftentimes reluctant to generalize from one case to another because the contexts of cases differ. To minimize overreaching generalizations, the researcher must select representative cases for inclusion in the qualitative study (Creswell & Poth, 2018), as has been the case for this study.

A cross-case analysis examines themes, similarities, and differences across cases (Creswell & Poth, 2018). This study focuses on the cross-case, or comparative, nature of the analysis. Specifically, this choice of methodology means that the focus be on the overall cross-case analysis instead of the intricacies of the individual cases (Yin, 2014). In order to keep a tight focus on the topic at hand, given the scope of multiple cases, Stake (2006) offers important guidance in this respect through the introduction of the term "quitain." Quitain is the "object or phenomenon to be studied" (p. 4) across cases. It is important to identify this focus - in this case, PEB-SL as aided by EBA geared towards young adults - upfront in order to avoid being distracted in one direction or another with the multiple cases.

Data Collection

This study utilizes interviewing as the primary data collection method. At their core, interviews are "a face-to-face verbal exchange, in which one person, the interviewer, attempts to elicit information or expressions of opinion or belief from another person or persons" (Maccoby & Maccoby, 1954, p. 449). In the present day, 21st-century technology has expanded our previously held understanding of "face-to-face," but the sentiment remains. This study utilizes

pre-and post- semi-structured interviews as the primary data collection method, most of which taking place over Zoom, a video conferencing platform. The questions are designed to ascertain each participant's current participation, level of understanding, attitude towards, and future intent toward prosocial behaviors in relation to EBA.

Interviews are set three to six months before participants leave on their trip, right after they return from their trip, and six months after they return from their trip. Utilizing a longitudinal approach helps to ascertain the potency of these experiences after the initial enthusiasm of the trip diminishes against the backdrop of participants returning to their daily lives. See the appendix for interview guides. The pre-trip interviews work to set the foundation of understanding for how participants view their participation in their respective programs. The post-trip interviews work to understand what participants learned from their experience and if/how it changed how they interact with the world around them. The follow-up interviews work to understand if/how the trip changed participants in terms of their views on philanthropy and volunteerism to understand if they implemented these new values in their lives as a result of these PEB-SL experiences.

Conducting interviews this way is a form of phenomenological interviewing, which involves conducting a series of interviews with each participant. Using a phenomenological interviewing approach, we are able to see how "individual experience interacts with powerful social and organizational forces that pervade the context in which they live and work, and we can discover the interconnections among people who live and work in a shared context" (Seidman, 1991, p. 103). Seidman (1991) provided a structure for using in-depth, phenomenological interviewing. It is important in using this approach to use open-ended interview questions that prevent an interviewee from merely answering "yes" or "no" to any particular prompt. This way,

the researcher can then build upon and then explore the participants' responses. The entire process allows participants to reconstruct their experiences within the context of the interview.

The first interview is important to set the context of the participant's life so that the researcher is able to explore the meaning of their experience. Questions in the first interview fall into three categories: background & context, learning expectations, and civic attitude. These questions help to provide context for both the participant and researcher in understanding why the participant is biking across the country for charity by asking questions about their motivation to take part in the program and what they expect to get out of the experience. The second interview allows the participant to reconstruct the details of the experience within the set context. These questions fall into five categories: background & context, learning expectations, self-awareness, civic attitudes, and overall meanings. The third interview allows the participant to reflect on the last impacts of the experience. Throughout the interview process, participants make meaning through the stories they are telling (Seidman, 1991).

These interviews are semi-structured. Semi-structured interviews are used for "the purpose of obtaining descriptions of the life world of the interviewee in order to interpret the meaning of the described phenomena" (Brinkmann & Kvale, 2015, p. 6). This style of interview strikes a balance between structured interviews by allowing much more latitude for following up on whatever angles are deemed important by the interviewee and the researcher. Compared to more unstructured interviews, the researcher has a greater say in focusing the conversation on issues they deem important in relation to the research project (Denzin & Lincoln, 2017). This style fits into Seidman's approach of the researcher building upon and then exploring the participants' responses.

Patton (2002) describes various methods to conduct interviews and proposes that these methods can be employed depending on the preference of the researcher and the type of research conducted. As such, I employ the interview guide approach. An interview guide is a tool that provides general topics or subject areas "within which the interviewer is free to explore, probe, and ask questions that elucidate and illuminate that particular subject" (Patton, p. 343). The interview guide approach to interviewing utilizes a series of topics or questions to be raised by the researcher, but not necessarily in the same way across interviews or in precisely the same order. The interview guide approach provides some degree of standardization to maintain that structure but ensures that important topics are addressed; the approach, however, also provides flexibility and permits the researcher to explore unanticipated topics when they arise during the course of an interview (Patton, 2002).

Interview Subjects

This study focuses on participants from three different organizations: The Dream Project, 4k for Cancer, and Bike & Build. Each organization is considered a 501(c)(3) nonprofit organization that facilitates adventure-based fundraising initiatives for young adults on their way to becoming future philanthropists and community leaders. They each require a minimum of volunteer hours, dollars raised, and training miles biked prior to the start of their respective trip. Each organization also works to engage its riders with a curriculum focused on its organizational mission, the work of its charitable partners, and leadership development over the course of the year. As part of these organizations' commitment to making philanthropy and volunteerism more accessible, bikes, transportation, housing, and food for the trip are covered for those who meet their fundraising goals. Of note, these programs are all technically geared towards college students, but because of the Covid-19 pandemic, many have deferred their initial trip for the

summer of 2020 to now and are no longer in college. As such, trip participants are referred to collectively as young adults or by their individual participant identification number (see: Table 2).

In terms of setting boundaries for this case study, these four organizations stand out as they are the only charity biking organizations geared exclusively toward young adults. While many one-off charity bike rides have taken place in instances where students get together for a summer of riding in support of a cause, very few have continued beyond that first trip in any sort of perpetuity. These four organizations have triumphed for years as they have all grown out of ostensibly grassroots initiatives where their founder(s) embarked on a life-changing bike ride of their own during their college years.

The Dream Project

The Dream Project's mission is to help young adults grow into leaders within their communities through service and philanthropy. Through The Dream Project, participants from Rutgers University fundraise, volunteer, and raise awareness for local organizations of their choosing over the course of an academic year. Each participant raises between $2,000-$4,000 (the amount varies based on the length of their trip), volunteers one hundred hours with their charitable partner, and ultimately takes off on a trip ranging from one month (2,000 miles) to two months (3,500 miles). Service days throughout the trip provide participants the opportunity to volunteer with local charities serving the areas they are biking through along their route. For example, if a team on their way to Miami, Florida, is supporting a community kitchen at home, they might volunteer with organizations along their route that are working to address food insecurity in their own towns.

In 2013, a group of five college students from Rutgers University set out to raise awareness for the plight of pediatric cancer patients. To pursue this goal, they biked 1,615 miles from New Brunswick, New Jersey, to Disney World in Orlando, Florida, over the course of one month that summer. The group, referred to as Dream4TK, was a completely student-run grassroots initiative that evolved into The Dream Project. Because The Dream Project works with Rutgers University-New Brunswick students, it is relevant to situate those interview subjects within the context of their environment. Generally, of Rutgers University-New Brunswick's roughly 50,000 undergraduate students, 54 percent identify as women, and 46 percent identify as men. As one of the most ethnically diverse campuses in the nation and Big Ten Conference, students represent all fifty states as well as over 130 countries. 35.7 percent are white, 29.5 percent are Asian, 12.7 percent are Hispanic, and 6.2 percent are Black.

21st Rutgers President Jonathon Holloway took office in July of 2021 and immediately spelled out the three propositions that became the touchstones of his presidency: the relentless pursuit of academic excellence; the need to develop strategic institutional clarity, and the achievement of what he calls "a beloved community" (Rutgers Magazine). By this, President Holloway means a culture of inclusion, diversity, and commitment to strengthening community ties. He has further spoken and written about the need for fostering a common good as service-learning programs have historically "helped citizens see the crucial role that they can play in strengthening our democracy" and are "effective in shoring up the nation in moments of crisis" (Holloway, 2021).

Rutgers has a long history of supporting its surrounding communities as per the touchstone of its three-part mission of "performing public service in support of the needs of the residents of the state and its local, county, and state governments." As New Jersey's state

university, Rutgers serves the state and its residents through its core mission: to advance

knowledge through teaching, research, and service (Rutgers University).

Speaking of the aforementioned federal civilian service programs, President Holloway has

written that "these programs have been enormously successful at putting people to work,

broadening the reach of basic social services related to education, health, and welfare"

(Holloway, 2021). In celebration of his inauguration on November 5, 2021, President Holloway

announced the Scarlet Service program, which allows students to better the world by engaging in

a variety of public service activities over the course of their time at Rutgers.

Rutgers partners with community residents, local organizations, and major institutions

across the state to work throughout the greater New Brunswick area. On a state-wide level, the

Rutgers Future Scholars offers 200 first-generation, low-income, academically promising middle

school students from New Brunswick, Piscataway, Newark, Camden, and Rahway the

opportunity for a college education. Students who successfully complete the five-year program

of college-preparedness programming receive full tuition funding (through scholarships and

federal grants) to Rutgers University. At a University-level, the annual Scarlet Day of Service

deploys 600 student volunteers to volunteer at various locations throughout New Brunswick and

the surrounding communities of Piscataway, East Brunswick, Edison, and Somerset.

Bike & Build

As per Bike & Build's mission, they host service-oriented bike experiences to raise

awareness and advocate for affordable housing and empower young adults for a lifetime of

service and civic engagement. Their trips are open to anyone ages 18-29. As such, Bike & Build

engages young adults across the country in service-oriented cycling trips to raise money and

awareness for the affordable housing cause. Every year they host 3-6 rides either spanning across

the country or focused on a smaller region. All Bike & Build participants are required to raise the fundraising minimum of $5,000 for cross-country trips or $3,000 for regional trips. Before the trip, each rider is expected to participate in Bike & Build Affordable Housing Curriculum in addition to the required build hours.

Whether riding or volunteering for one day or eighty days, Bike & Build participants research the towns and cities through which they will ride in order to provide context for the trip. They learn about housing-specific movements and work unique to that area. Bike & Build shares resources with riders to provide the context necessary to understand the affordable housing crisis today. These resources introduce terms and concepts relevant to their Bike & Build experience, such as "redlining," "fair market rent," "housing first," and others. To further contextualize the cause, riders conduct interviews of affordable housing affiliates in their communities prior to their participation in a Bike & Build event. These affiliates could include leaders of local housing nonprofits, government leaders advocating for affordable housing, or community development corporations. To help riders start to grasp the issue, they participate in weekly discussion groups for 6-8 weeks. Each person takes a turn in their small group, facilitating discussions with teammates around the multifaceted issue that is affordable housing. Finally, riders spend 15+ hours putting in "sweat equity" as they volunteer with an affordable housing organization in their community prior to their program, gaining insight into the work being done by organizations locally.

In 2019, 122 riders biked 330,000 miles, volunteered 12,578 hours, and supported 54 affordable housing projects. In 2020, the organization pivoted to a virtual program that focused on education and advocacy. In 2021, the organization hosted programs situated in major cities

around the county, where participants spent time learning from housing advocacy groups in that area. 2022 was the first year back to their traditional program model.

Bike & Build was founded in New York City by Marc Bush, who, after leading a cross-country trip with the (now discontinued) Yale Habitat Bicycle Challenge in 2001, was inspired to expand and improve its model. Bike & Build inaugural routes - the Central United States and the Northern United States - dipped their wheels in the Atlantic Ocean for the first time in 2003. After that, Bike & Build added a new cross-country trip every year for the next six summers. Since 2003, they have granted nearly $7 million in funding to affordable housing organizations across the country.

4k for Cancer

4k for Cancer's mission is to create a community of support for young adults and their loved ones impacted by cancer by cycling or running 4,500+ miles across America each summer. The program is open to anyone ages 18-26 years old. Their teams take on a 4,000-mile bike ride or relay run across the United States with the goal of providing support to cancer communities along the way. Each rider must raise $4,800 to participate in the summer trip. This study focuses on their biking teams who all take different routes but start in Baltimore, MD, and end in San Francisco, CA, 70 days later. 4k for Cancer also hosts running relay teams. 4K has raised over $7 million dollars in the fight against cancer since its founding.

4K for Cancer originally began as the Hopkins 4K for Cancer in the fall of 2001. A group of undergraduate students at Johns Hopkins University decided to combine their desire to fight against cancer with their dream of cycling across the country. The 4K was founded by Ryan Hanley, and the inaugural 4,000-mile journey was inspired by the memory of his father, who died in 1995 from cancer. For the next seven years, the 4K continued to operate as a student

group with an annual summer ride from Baltimore to San Francisco before becoming an independent non-profit organization in 2009 and being acquired by the Ulman Foundation in 2011. The 4K for Cancer is now a program of the Ulman Foundation. The money raised by riders goes towards supporting the efforts and initiatives of Ulman, which focuses on direct patient services.

Table 1. Organizational Table

Organization Name	Years in Operation	Number of Participants in Study	Fundraising Minimum	Recipient Cause
Bike & Build	19	15	$5,000 for cross-country trips or $3,000 for regional trips	affordable housing
4k For Cancer	12	7	$4,800	cancer via the Ulman Foundation
The Dream Project	4	7	$2,000 - $4,000	changes every year (participants of this study supported food security, at-risk youth, and social services for unhoused populations)

Data Analysis Procedures

When all interviews are complete, the transcripts are coded with NVivo to identify the themes and topics that link to the guiding research questions. I use a thematic analysis approach to identify, analyze, and report repeated patterns across the collected data (Braun & Clarke, 2006). Thematic analysis focuses on identifiable themes and patterns of behavior (Aronson, 1995) that were determined through reading and re-reading the interview transcripts for recurring keywords, ideas, and sentiments. Thematic analysis is a powerful method to use when seeking to understand a set of experiences, thoughts, or behaviors across a data set, as it is designed to search for common or shared meanings (Braun & Clarke 2012). Thematic analysis is appropriate for this emerging body of knowledge because it sits between both sides of the analysis continuum - descriptive analysis and interpretive analysis (Kiger & Varpio, 2020). Thematic analysis goes beyond developing organizational tools to label and classify data but stops short of engaging in data interpretation and transformation to the point of developing theory. Given the

scant research around programs and theories that could be classified as directly related to PEB-SL, I thought this process was the most appropriate means of studying an emerging body of research.

Thematic analysis is a method for describing data, but beyond that, it is a method for interpreting the data set in the process of selecting codes and constructing themes (Kiger & Varpio, 2020). Through thematic analysis, the researcher constructs themes to reframe, reinterpret, and/or connect elements of the data set. Through thematic analysis, themes are constructed in a way that moves beyond merely summarizing the data set. A theme is a "patterned response or meaning" derived from the data that informs the research question (Braun & Clarke, 2006, p. 82). Themes can be derived from "conversation topics, vocabulary, recurring activities, meanings, feelings, or folk sayings or proverbs" (Taylor & Bogdan, 1989). Themes take otherwise stand-alone stories or experiences of subjects that would otherwise be meaningless on their own and piece them together "to form a comprehensive picture of their collective experience" (Aronson, 1995).

The six-phase model suggested by Braun and Clarke (2006) is followed to reveal new themes: 1. familiarization and immersion with the content, 2. coding, 3. generating initial themes, 4. reviewing themes, 5. refining and naming themes, and 6. writing. A key tenet of thematic analysis is that it is nonlinear, as the process is meant to allow the researcher to circle back to earlier steps in the process as new themes emerge (Kiger & Varpio, 2020).
I employ an inductive approach to theme identification. In the abstract, that process means that the data set determined the themes. In practice, it uses repetitious keywords, ideas, and sentiments expressed by the interview subjects that are then grouped together to become themes eventually. With an inductive approach, researchers gather data to build concepts rather. This

method is in opposition to a deductive approach that uses pre-existing theories or frameworks to support the new data set (Varpio et al., 2020). An inductive approach is especially useful with new or emerging research as it helps researchers to build toward new concepts, hypotheses, and theories as opposed to relying on existing ones.

Since these themes are data-driven, they do not mirror the exact questions asked of participants nor reflect my own interests or beliefs on the subject (Braun & Clarke 2006). An inductive approach tends to provide the broadest, more expansive analysis of the entire body of data. A codebook, which is a table that lists codes, is used to guide the coding after the first round of interviews and evolves as themes and the need for additional codes emerge (Creswell, 2003). Based on previous research, themes are expected to emerge from topics around volunteerism, fundraising, and community engagement as deemed relevant by the interviewees.

Limitations

This study happens over the course of one year. Other research has pointed out the importance of following up with graduates years after their service-learning experience to "shed light on what they experienced at the time and whether and how they believed these course-based experiences have subsequently influenced their perspectives and/or actions" (Fullerton et al., 2015, p. 68). I incorporate this practice with a six-month follow-up interview, but the realities of writing a dissertation make more extensive longitudinal research infeasible. Fortunately, the idea allows for ample future research opportunities.

It is important to note potential selection bias in this pursuit. We must question whether participants of such experiences are "athletes that donate" or "donors that participate in sports activities" (Hendricks & Peelen, 2012). Who is buying into these PEB-SL programs, perhaps

predominately for the physical component, and what value sets are they bringing to the experiences?

Finally, being able to take part in a service-learning program takes a certain amount of privilege. Many scholars have rightfully written about the inherent privilege that comes with being able to take part in any sort of service-learning program (Kendall, 1990; Cruz, 1994; Rosenberger, 2014; Seidel, 1994), much less one that involves having an able body along with the time and means to spend a summer biking across the country. All three of these programs provide varying levels of support in the form of bikes, gear, food, housing, and transportation to ensure the program is accessible to all students who wish to participate. Thus, for this research to pertain and be more largely applicable, we need to make such programs more accessible. For example, Bike & Build offers financial assistance and grant programs geared to break down barriers between their program, advocacy work, and the cycling community.

Despite this, participation in these trips still requires a significant commitment of time, energy, and resources. Participants have to spend 10-18 months volunteering hours, raising money, and training to bike before actually taking part in the trip, which ranges between 30-60 days. Again, this is time that could otherwise be spent taking care of loved ones, working for pay, or fulfilling degree requirements.

Statement of Positionality

I am a doctoral candidate at Rutgers University studying the impacts of physical-endurance-based service-learning programs geared toward college students. My blended background of educational and practical experience is uniquely poised to explore the role biking plays in changing the way we think about ourselves and the world around us. I have 10+ years of experience leading youth-development organizations that use sports and recreation as a platform

for larger life lessons. Additionally, I am the founder and executive director of Girls in Gear, a nonprofit organization that uses social-emotional learning and bike riding to instill confidence and character in girls ages 5+. Thus, research has risen from my experience biking cross-country for charity.

In doing qualitative research, the researcher is the primary instrument of data collection (Merriam, 2002), so it is relevant to understand how I am situated within this study. I have a personal relationship with The Dream Project and its participants. I founded the organization in 2016 and ran it for five years. Therefore I have close connections with the students forged over the course of each school year. Thus, I have an established point of view on the topic. As such, I am mindful of this reality and be mindful to work with the collected data as objectively as possible.

While "objectivity has been considered the strength of the scientific method", there must be a balance between being overly emotionally involved with the research and remaining too distant (Patton, 2015, p. 50). Rather than try to completely eliminate these biases that may impact the study, Sharan B. Merriam (2002) writes that it is more important to identify and monitor them as they may be shaping the collection and interpretation of the data set. Alan Peshkin (1988) actually goes further to say that one's subjective stance "can be seen as virtuous, for it is the basis of researchers making a distinctive contribution, one that results from the unique configuration of their personal qualities joined to the data they have collected" (p. 18). Balancing these sentiments in what Patton describes as "empathic neutrality" is my aim.

Ethical Considerations

Subjects must sign a consent agreement before taking part in the study. This agreement acknowledges their consent and understanding of their rights – including terminating their

participation at any moment. The subjects remain anonymous through a coding system. There is

no foreseeable risk to the participants. The digital audio files of the interviews, as well as all

information from this study, is stored in a password-protected drive.

Chapter 4 - Findings

The findings of this study are broken into three sections. The first section covers the first round of findings, the second section covers the second round of findings, and the third section covers the third round of findings. This chapter outlines the findings of the research conducted between May 2022 and January 2023. when I interviewed participants of The Dream Project, 4k for Cancer, and Bike & Build to ascertain the meaning that they made of their PEB-SL experiences. In this chapter, the participants in the study are introduced, findings are reported, and a discussion of the findings in relation to previous literature on service-learning and CSE is presented.

First Round of Findings

Participants

Data was collected from 29 participants between February and March of 2022. Each interviewee was assigned a number to maintain their anonymity throughout the process (see: Table 2). A summary profile of the respondents revealed that approximately 69 percent identified as female and 31 percent identified as male. The average age was roughly 24 years old, with a range from 20-30 (many interviewees had to defer their original trip because of the Covid-19 pandemic). Of all the participants, approximately 93 percent were first-time participants in their respective programs (see: Table 3). I have also included in the findings information from the interview that I conducted in the summer of 2022 during my pilot study. However, those interview subjects were unable to continue with the actual study.

Table 2. Participant Information

Interview Number	Graduation Year	Gender Identity	Age	Program Affiliation
1	2024	Female	20	The Dream Project
2	2022	Male	21	Bike & Build
3	2023	Female	21	Bike & Build
4	2023	Female	21	The Dream Project
5	2023	Female	21	Bike & Build
6	2022	Male	22	4k for Cancer
7	2022	Female	22	Bike & Build
8	2022	Female	22	Bike & Build
9	2022	Female	22	Bike & Build
10	2018	Female	23	Bike & Build
11	2018	Female	23	4k for Cancer
12	2022	Female	24	4k for Cancer
13	2020	Male	25	4k for Cancer
14	2023	Male	25	4k for Cancer
15	2020	Male	26	Bike & Build
16	2020	Female	26	Bike & Build
17	2020	Female	26	Bike & Build
18	2020	Female	26	Bike & Build
19	2018	Female	27	Bike & Build
20	2022	Male	28	The Dream Project
21	2014	Female	29	Bike & Build
22	2018	Male	29	Bike & Build
23	2014	Female	30	4k for Cancer
24	2024	Male	30	Bike & Build
25	2020	Female	25	4k for Cancer
26	2023	Female	20	The Dream Project
27	2021	Male	20	The Dream Project
28	2020	Female	21	The Dream Project
29	2023	Female	20	The Dream Project

Table 3. Demographic Data

Gender Identity	Frequency	Percentage
Female	20	68.97%
Male	9	31.03%

Graduation Year	Fequency	Percentage
2014	2	6.90%
2018	4	13.79%
2020	7	24.14%
2021	1	3.45%
2022	7	24.14%
2023	6	20.69%
2024	2	6.90%

Age	Frequency	Percentage
20-21	9	31.03%
22-23	6	20.69%
24-25	4	13.79%
26-27	5	17.24%
28+	5	17.24%

First-Time Riders	Frequency	Percentage
Yes	27	93.10%
No	2	6.90%

Pre trip

For the first round of interviews, I focused on understanding what motivates young adults to participate in PEB-SL in answer to my first research question. Each interviewee brought a distinct background to their experience, so it became apparent that each had a unique perspective

on the phenomenon of PEB-SL. To start, it was important to discern if students had prior experience with or predilections toward community engagement and/or physical fitness (see: Table 4). Approximately 28 percent of participants were involved in some sort of community-grounded work prior to PEB-SL trip. As defined by participants, this involvement includes, but is not limited to, alternative breaks, community-service hours as part of graduation requirements, the Peace Corp, AmeriCorps, or Teach for America. As stated by participant #17 about her past experience with service-learning trips:

I started getting involved in service trips in college during my freshman year at my university. It's not the same thing because it doesn't have the bike component, but there's the whole education about the issues that you're going to help with, and the community education put in sweat equity.

Conversely, approximately 21 percent of participants expressed that they had a background or relationship with physical fitness prior to their PEB-SL trip. As defined by participants, this involvement includes, but is not limited to, routine exercising, participation in organized sports, outdoor recreation, and involvement in long-distance cycling or running events. As stated by participant #21 about their past history with sport and fitness:

I've done a lot of backpacking, biking, and hiking. I felt like a lot of it was so self-serving. I felt like I wanted to start spending my time in ways that were still those transformative big experiential things but in a way that gave back a little bit more.

Approximately 31 percent of participants shared that they felt equally experienced with both community-grounded work and physical fitness prior to their PEB-SL trip. As told by participant #25 about what initially sparked her interest in a summer-long cross-country bike ride:

I was told by my mentor in school because she recognized that [4k for Cancer] met two of my passions in life, cycling and service.

Finally, another approximately 21 percent of participants said they had no previous experience with either community-grounded work or physical fitness prior to their PEB-SL trip. As participant #11 said about their relationship with biking, volunteering, and fundraising at the start of their adventure:

My friends have been really, really supportive because I've been so nervous. I'm not a big biker, I've never fundraised before, and I haven't done much volunteer work outside of a few field trips in high school.

Even with their differences, many similarities emerged with regard to the meaning that these interviewees made of their PEB-SL experiences prior to the start of the trip. This round of interviews clarified why these different groups of students decided to get involved in PEB-SL through the lens of motivation.

Table 4. Prior Experience with PEB-SL

Types of Prior Experience	Frequency	Percentage
Participants with community engagement background	8	27.59%
Participants with physical activity background	6	20.69%
Participants with both	9	31.03%
Participants with neither	6	20.69%

Motivation

Motive refers to the specific factors or needs that induce an individual to act (Cooper & & Howell, 1961). What motivates them to tackle thousands of miles of biking, dollars in fundraising, and hours of community service work in the first place? Existing research on volunteering, CSE, and motivation is relevant for framing these pre-trip findings.

As previously delineated, people are motivated to volunteer for a myriad of reasons (Clary et al., 1996). Fitch (1987) specifically studied the motivations of college students volunteering in programs to find they could be classified into several categories: egotistical, altruistic, and social obligation. Egotistical motives focus on the self: "It gives me a good feeling of satisfaction to help others" (Fitch, 1987, p. 427). Altruistic motives focus on ways the individuals help others: "I am concerned about those less fortunate than me" (Fitch, 1987, p. 427). Social obligations focus on the relationship of the individual to the greater society: "I would hope someone would help me and my family if I/we were in similar situations" (Fitch, 1987, p. 427). Gillespie and King (1985) found that younger volunteers under the age of 35 were most concerned with using volunteer work as a means of obtaining job training and skills, another egoistic motivation for volunteering.

Chapman and Morley (2008) surveyed 152 undergraduate students to assess college students' motivations in volunteer-based service-learning programs. Motives of "value" (a need to act on one's personal values and beliefs about the importance of helping others) and "understanding" (a need to understand those served and oneself in relation to those served) superseded "social" (a need to serve because it is presumed to be expected of them) and "protective" (a need to serve in order to escape adverse feelings such as those of guilt or loneliness) motives. Their findings corroborate the larger purpose of service-learning programs within university settings: "the integration of service and learning is aimed at deepening students' understanding of responsibility to the communities in which they live" (Chapman & Morley, 2008, p. 31).

When it comes to CSE, research on the motivation of one's participation is multidimensional (Bennett et al. 2007; Chiu et al., 2016; Filo et al. 2011; Scott & Solomon,

2003) as a variety of recreation-based and charity-based motives are satisfied through participation (Bennett et al., 2007). These factors include intellectual, social, and competency motives along with the motives of reciprocity, self-esteem, need to help others, and desire to improve the charity contribute to individuals' attraction to such events. To focus on just a few studies, Filo et al. (2009) conducted interviews with CSE participants to find that camaraderie (valuing warm relationships with others), cause (a desire to be self-fulfilled and well-respected), and competency (a sense of accomplishment) are three major themes that explain the gravitation towards these types of events.

Above all, philanthropic motives supersede one's willingness to participate in a CSE (Won et al., 2009) along with a person's current level of involvement with the cause and their desire to foster a healthier lifestyle (Bennet et al., 2007; Hendriks & Peelen, 2013; Filo et al., 2011). CSE promotes a sense of community (Filo et al., 2013), fundraising through meaningful activities (Hendriks & Peelen, 2013), and motivation for participants to be physically active (McDonald et al., 2002).

Finally, Peachey et al. (2014) identified five motivations of volunteers who support CSE, combining the idea of volunteering for a charity, doing a physical endurance activity for charity, and volunteering for a charity's physical endurance activity. People were either motivated by their values (helping others), social (meeting new people), understanding (expanding awareness), careers (learning new ideas to bring back to work), and self-enhancement factors (feeling a sense of satisfaction for helping others).

Based on those interviews and grounded in the literature review on service-learning, volunteer motivation, charity sport event (CSE), and sport-for-development (SFDT), I identified six dimensions of motivation for participating in PEB-SL: (1) meeting new people and building

community, (2) values (helping others), (3) expanding awareness, (4) preparing for future careers and schooling, (5) self-satisfaction, and (6) physical activity. Each motivation focuses on the driving forces behind individual participation in volunteer-based service-learning programs and CSE.

Findings

Meeting new people and building a sense of community

This property is defined as the idea that individuals often participate in CSE because it can serve as an opportunity to meet new people, participate with friends or reunite with past participants (Filo et al., 2009; Filo et al., 2013; Peachey et al., 2014). People are motivated to volunteer and participate in service-learning programs to build relationships or meet new people (Clary et al., 1998; Peachey et al., 2014). During the interview process, 59 percent of participants brought up this idea of relationship-forming and community-building. Participants expressed similar sentiments about how excited they were to develop relationships amongst their soon-to-be teammates throughout their journey. Participants #5, 7, 8, and 22 said almost verbatim that the aspect of the trip that motivates them to participate in their respective trips the most over other endeavors is the opportunity to build a new community of like-minded individuals. Participant #11 expanded on these sentiments to share that:

[This trip] is going to meet a lot of cool people already before you even start that ride. Before you even meet them in person, I'm going to be able to talk with them. You're going to find a community with people you'd never otherwise get a chance to meet.

Not dissimilarly, participants #15, 18, and 23 said that they are most motivated by the idea of meeting new people along their route. Participant #21 spoke more to this point by sharing that:

[This trip] is going to have so much more impact and power and provide much more to learn from actually going through those communities and meeting people in those

communities, seeing the country [00:02:00] and talking to people, throughout the country, rather than just like reading a book or, talking to a panel or anything like that.

Others mentioned some variations of the idea that a trusted person in their life (such as a sibling, partner, or friend) suggested they participate in the program together. Participant #17 explained that their friend had talked about wanting to bike across the country just for fun because they had heard a story about somebody else doing that on their own.

And I thought, oh, that's cool, but if I had a friend, that would feel less alone and safer. So we started planning a trip, but then my supervisor mentioned that we should check out this program instead because there's a service component, and it's safer because there's a bunch of people.

Participant #19 admitted that they originally only signed up for the biking aspect of the trip:

Bike & Build has been on my bucket list for a long time, and I was initially intrigued just by the idea of biking across the country. There are multiple girls from my high school that I was friends with who had done it during college and have had really good experiences. So I've seen it in action.

This finding is reinforced by findings that social interaction is one of the most important predictors of one's aptitude to volunteer (Wilson & Musick, 1998) while CSE promotes a sense of community (Filo et al., 2013) as the idea of community as a component of camaraderie is shared among CSE participants (Filo et al., 2009). Finally, there is the idea of community as a potential outcome of participant attachment to a CSE (Filo et al., 2008). More succinctly, the community brings people to CSE, keeps people connected to CSE, and keeps people coming back to CSE.

Research has proved that social interaction is one of the most important predictors of one's aptitude to volunteer (Musick & Wilson, 2008). CSE promotes a sense of community (Filo et al., 2013) and builds camaraderie among CSE participants (Filo et al., 2014). Finally, there is the idea of community as a potential outcome of participant attachment to a CSE (Filo et al.,

2008). More succinctly, the community brings people to CSE, keeps people connected to CSE, and keeps people coming back to CSE.

A heightened need for belonging, connection, and togetherness was the undercurrent of many conversations, almost assuredly due to the Covid-19 pandemic (Bowe et al., 2021; Okabe-Miyamoto & Lyubomirsky, 2021). A sense of belonging to a university or college class has been linked to academic motivation and success (Marler et al., 2021). The Covid-19 pandemic has fundamentally re-contextualized the relationships between people and their own sense of loneliness (Cairns et al., 2020) as it increased rates of depression, especially among college students (Hager et al., 2022). Loneliness has been suspected as a prominent factor in depression and exacerbated by social distancing guidelines (Hager et al., 2022). It makes sense that participants are most excited for an opportunity for meaningful in-person connections and relationship-building after years of virtual schooling and remote work. Participants further shared sentiments such as that of participant #23, who highlighted the lingering effects of the Covid-19 pandemic when discussing what motivated them to take part in this trip.

I just feel like, especially in the pandemic, it feels like we're connected but disconnected. And so I think just being able to connect with people in person again is a huge motivating factor when it comes to embarking on this trip.

Participant #9 spoke about how the idea of being on the road for six weeks straight was quite appealing in its potential to be a tremendous learning opportunity.

A lot of what we've been doing has been virtual because of Covid, so I think it will be really cool to meet as many people all across the country who have the same ideas but are in different places. I've always been interested in wanting to learn about affordable housing. Especially now I felt like I could and should be playing a role in being a force of change.

Participant #12 lamented how challenging it has been for her to find meaningful opportunities to give back, given the virtual nature of the past few years.

It's honestly kind of hard to find community service options for me. For the last two years, I have been very involved in undergrad just with student organizations. But in my

master's program, I started at the height of Covid and moved to a new city. So it wasn't like things were just falling at my feet for me to do, so this seems like a good way to get back into that rhythm and meet new people along the way.

Beyond this basic need for connection, many participants spoke of their enthusiasm to form friendships with the new people they were going to meet. Participants #3, 5, 6, 11, 13, 15, 18, and 21 all mentioned how excited they were to meet their teammates. Phrases like "building friendships", "joining a community", and "learning from each other" were mentioned multiple times. Participant #5 summed it up best when they said:

Really the experience is, I would say, the primary motivator, like the experience of the community, the very close relationships we form in like community service, relationships I'm going to form with my peers.

Similarly, other respondents highlighted an earnest desire to build community amongst the places participants would be biking through and the people they would be meeting along the way. Participants #13, 18, 21, 22, and 23 echoed each other's sentiments sharing they were anticipating meeting new people in each community they biked through and volunteered in along the route. The general sentiment was that visiting different places, meeting new people, and learning about new communities would be the most affirming aspect of the trip. Participant #19 summed it all up by saying:

I just love the idea of experiencing so many different types of communities all the way across the 48 states in one summer. There's something that I'm getting out of it as a future agent of change. There's something that the communities are directly getting out of it just by the hours we're putting in [volunteering] and the money that we're raising. So, it is all connected. The benefit that both the community and I get from actually engaging with each other. Hopefully, that's really meaningful.

Values (helping others)

This property is defined as a need to act on one's personal values and beliefs about the importance of helping others (Chapman & Morley, 2008; Fitch, 1987; Hendriks & Peelen, 2013; Peachey et al., 2014; Won et al., 2009). Chapman and Morley (2008) found that service-learning

programs help students be "more able to act on our values that support beliefs about the importance of responsibility to others" (p. 31). As students become more aware of the world around them, they can recognize the role they can play in helping others. Participants #5, 13, 14, 20, and 26 all shared similar sentiments that their motivation is rooted in the idea that their PEB-SL trip gives them a chance to help an organization and work towards a good cause. They all admitted to some trepidation based on how hard they envisioned their respective trips to be, but the idea of helping others through their work remained the motivating factor. Participant #25 shared a similar sentiment when they spoke of their own mental preparation:

The nature of service is that it calls people to step up into any role, like volunteering. Once I recognized I had the ability to step up and that I needed to be a role model, I was mentally ready for whatever this experience threw my way.

Participant #5 said what they love so much about their PEB-SL is the focus on giving back.

I think you've really got to be comfortable getting your hands dirty, and like working with people about what they want and need. You need to think about them as a central motivator.

Rosenberger's critical learning experience approach challenges educators to "create service-learning experiences that extend beyond empathy and 'helping others'" (Rosenberger, 2014, p. 42). Important as helping others is, does such an experience create "...yet another way that those who have power and privilege, even if only through education, name the problems and solutions for the less privileged… (p. 24)? In this sense service-learning easily carries connotations of "doing good" for "them" and a "haves" versus "have-nots" dichotomy (p. 24).

This theory is an interesting perspective in that previous scholars (e.g. Levy et al., 2002; Moskowitz, 2000; Wilson, 2011) have heralded service-learning for this ability to promote empathy. Rosenberger (2014) is pushing them to think beyond those contrived limits and expect more by "enlarg[ing] students' critical consciousness and contribut[ions] to the transformation of

society" (p. 42). Service-learning programs should emphasize the learning part of the opportunity as a way to navigate potential challenges relating to these power dynamics and miscommunicated intentions.

Instead, the student can walk away from experience with a better understanding of how they can work to be an effective change agent within their community through future decision-making. Rosenberger's evolved service-learning framework stresses the importance of choice (students choose the service-learning experience to develop a sense of ownership); dialogue and agency (students get the chance to talk to organizational stakeholders); problem-posing (students work to unveil and problematize the reality); and conscientization (students envision more just solutions). Students should be able to recognize and discuss opportunities around where and how they direct their efforts. They should also learn to frame social problems in contexts that allow them to consider fair and equitable solutions.

Expanding awareness

Rosenberger's point and the credit of most of those interviewed mentioned listening, learning, and understanding – both the people on their team and the people they would meet in the communities they biked through - was often touched on in our conversations. The expanding awareness property is defined as being motivated to gain knowledge of other diverse people and cultures (Chapman & Morley, 2008; Clary et al., 1998; Fitch, 1987; Peachey et al., 2014). Many participants (62 percent of those interviewed) spoke of this motivation with sentiments such as participant #14, who said this of learning from others:

[I'm motivated] by learning about how cancer impacted other people because I don't have never had that experience with myself. I've read people's experiences, and what they have gone through with cancer, and I'm kind of dedicating this whole ride to them.

Because they have no familial connection to cancer, participant #14 was particularly interested in

understanding how cancer resonated in the lives of those they would be biking with come the

summer. Additionally, participant #7 shared that the cross-country thrill of meeting new people

in some many states they had never visited was of particular interest to them:

*I just love the idea of experiencing so many different types of communities all the way
across the 50 states in one summer. I think it's going to be a whirlwind, and while there's
value in, like really digging into your own community or a specific community, and I
think, like long-term, that is super valuable to actually make meaningful, lasting change
where you are, it'll also be super informative to just get out there and experience the
United States and experience a lot of different things.*

Participant #21 spoke of how they were preparing for the trip and the assigned prep work:

*I see this trip as a really great motivator and a source of accountability for me to do my
own self-work between now and then. I think it's a great motivator, at least from now
until June, for me to get my hands on some of that education for myself. I've got a few
books that I want to read. We do the dialogues in small groups. To be more of service
and be more educated about the situations and the environment surrounding affordable
housing before the trip.*

Participant #20 mentioned something similar, saying:

*What's motivating me is the idea of better understanding others' perspectives. We learn a
lot more by giving and so learning others' perspectives and seeing, you know, what
problems they have and how it can lend assistance or how others have solved those
because I may not have encountered similar situations. So my motivation is this idea of a
sense of purpose.*

Participant #22 talked of "casting a wide net," in order to experience as many new things as

possible during the formative year that are their twenties expanding to say:

*What I'm doing right now, in my twenties, I'm trying to cast a wide net. I want to touch on
as many things as I can: education, youth development, affordable housing, whatever.
And I guess that's the point of what I'm trying to do. I want to experience a bunch of
different things. And I think of volunteering, community service, service-learning, and
service work as an excellent way to kind of like dabbling in those things and figuring out
if you're a good fit and see if that's something you could see yourself working in, or, you
know, taking a long-term approach to, to solving this kind of need these kinds of issues*

that are in our communities… I've always been really fascinated by going to different places and just meeting new people and learning about new communities.

Preparing for future careers and schooling

This property is defined as the idea that participants hoped to gain skills they could bring back to their jobs and lives, in or out of school (Clary et al., 1998; Gillespie & King, 1985; Peachey et al., 2014). Preparation for future careers and schooling is interwoven with the idea of expanding awareness (Peachey et al., 2014). Participants wished to gain knowledge of other diverse people and cultures (expanding awareness) but then also hoped to transfer this knowledge to enhance their professional development (preparation for future careers and schooling).

For example, participant #19 is a master's student studying school counseling. They repeatedly talk about Maslow's hierarchy of needs in class. Affordable housing and housing security, having a safe place and home environment, are all significant parts of laying the foundation for a successful life as a student.

[In my master's program], we talk a lot about Maslow's hierarchy of needs and the fact that affordable housing and housing security, having a safe place and home environment are all very important parts of laying the foundation for a successful education. There are a lot of layers to academic performance, of course, but that is one that I personally feel the strongest about because I have a background in psychology. Broad, sweeping change is very complicated. And I live in Minneapolis and the Twin Cities, and just like every major metro area, there is a homelessness problem. And there, like, that's a layered thing too. but I think I'm just always struck by it…. [My strategy is to take] what I learned this summer into my future career.

Participant #18, who just graduated with a degree in public health, explained how their upbringing in Philadelphia along with their education has affirmed their understanding of purpose having both seen first-hand and studied the effects of homelessness.

I wanted to be involved because I studied public health in college, and growing up in Philadelphia, poverty and homelessness were and continue to be huge issues. And so, I really focus on my public health realm to use what I've learned in school and eventually apply it to a job.

Participant #2 has a background in nonprofit work and spoke to the idea of using this experience

to transition more specifically into the affordable housing space to combine their past

experiences with new ones:

I can use this as my gateway into more nonprofit work on this side of affordable housing. Affordable housing is something I've never truly been involved in, but I've worked with many different nonprofits.

Participant #5, an undergraduate student studying architecture, explained:

I am an interior architecture student doing global environmental sustainability and sociology as well, so we do a lot of community engagement. I'm really passionate about people and just forming a community, and the healthy one at that. So affordable housing is definitely an industry that I want to work in as a designer in the future. [This opportunity] pours into a goal I've always wanted to achieve with my career and the knowledge I'm gaining in school. And so I'm really excited to give back by working with the members in these towns and hearing their stories so we can try our best to meet their needs. A house is so fundamental to someone's well-being, and being able to provide that for someone, I can't even imagine how good it'll feel.

Participant #15, another soon-to-be architect, shared a similar sentiment:

I'm unlicensed, but hopefully soon to be a licensed architect. So every day I kind of see the effects of affordable housing in their work. And a big part of what I do is advocating for it and understanding its role. I think it would be good to see that firsthand and kind of understand that beyond just how I currently understand so I can apply it to my future work.

Participant #3, an international student majoring in urban studies, shared that they hope to:

...learn about communities and affordable housing prices to better see them with their own eyes. it's something that we covered in class, especially going to school in New York City. I'm really just excited to learn about the United States because I'm American, because I'm actually applying for American citizenship too. I want to get closer to American culture and see what I'm learning about in class throughout this whole trip instead of just reading about it in articles.

Participant #17, an undergraduate student in a state of transition, shared that:

I'm just very much in this weird transition phase of my life. I'm pretty burnt out at the job that I'm in right now. And I'm just trying to figure out what my future looks like. I'm excited about something that's going to be the start of a new chapter. And so I'm excited. It feels like a good start, and I'm excited to see what I get out of that for my next role.

Finally, participant #4 spoke of future job opportunities:

I know that a motivator is to be able to share these experiences after the fact. I think about how in my interviews, in the future, with a firm that I'm really excited to work with and it's like such a big deal to me to know that they're an inclusive advocate for design and think about sustainability and community engagement and what other experience I'm going to top this one to add value to that work.

Self-satisfaction

This property is defined as a feeling of self-enhancement that comes from helping others or, more simply put, feeling good about yourself for helping others (Clary et al., 1998; Filo et al., 2009; Fitch, 1987; Peachey et al., 2014). As participant #26 shared:

This will be such a great thing to challenge me. And then also it's such a great cause. And then I've never done fundraising by myself before. So this is a whole bunch of new experiences challenging myself and trying something new. I would say I'm just super self-motivated. I think the challenge motivates me because I know that it's not going to be easy, but I know I'm going to get so much out of it [fundraising and volunteering].

Participant #17 spoke of knowingly pushing themselves out of their comfort zone and the satisfaction that comes with that feeling:

I like being able to say that I contribute to my community in ways that are meaningful is really important to me. I can see why people come away from it, saying that this is a once-in-a-lifetime experience. Three months is a long time for you to build these bonds and relationships and learn about the issues and learn more about yourself. I tend to be more of a self-reflective type of person, so this is a situation that makes me grow. And so I'm very excited about that aspect of it. It's just a whole bunch of new experiences challenging myself and trying something new. I would say I'm just super self-motivated. I think the challenge motivates me because I know that it's not going to be easy, but I know I'm going to get so much out of it [fundraising and volunteering].

Physical activity

This property is defined as the idea that CSEs utilize sports activities as main attractors to raise funds and get attention (Hendricks & Peelen, 2012; Filo et al., 2014; Won et al., 2009). It is

clear, then, that the opportunity to participate in a CSE in itself should be considered one of the main participation motivations. These participants said that the chance to bike across the country initially motivated their decision to take part in their respective programs, as opposed to the opportunity to give back in any way to the community. This sentiment is related to research saying that CSE participants are motivated by a need for physical activity (Bennet et al., 2007; Hendriks & Peelen, 2013; Filo et al., 2011; McDonald et al., 2002; Peachey et al., 2014; Won et al., 2009) or desire to foster a healthier lifestyle (Bennet et al., 2007; Hendriks & Peelen, 2013; Filo et al., 2011). Thus, charity organizations essentially utilize these sporting events as a means to attract potential or current donors (Won et al., 2009). To start, half of the participants explained that the bike ride itself was their "hook." Phrases such as "bucket list item," "cool idea for a trip," and "once-in-a-lifetime experience" came up time and time again. As participant #27 said:

I think a lot of it is just seeing so much of the country and such, like literally like you're biking. You're not just like driving through or anything and getting to experience a lot of areas that I've never been to before.

Participant #11 said they were up for their "adventure of a lifetime" and went on to share how this trip is fulfilling a lifelong dream:

I've always wanted to do something very adventurous. And then, on top of that, being able to help the community and being able to be a part of something that's spreading awareness for a disease that touches so many people's lives that's just like the cherry on top. I thought it was just such a cool opportunity, and now would be the best time to be able to actually like to go out and do this. There are only so many times you can take three months off of work and everything to go and bike across the country.

College students find that a lack of time, energy, and willpower prevents them from engaging in regular exercise (Ball et al., 2018). Thus using the same rationale as CSE, PEB-SL can provide students with the motivation to lead healthier lifestyles while fostering an attachment

to good causes (Filo et al., 2014). This correlates with the idea that voluntarily giving to charity - both time and money - has psychological, social, and physical benefits (Konrath, 2016). Additional research has found that incorporating a service component into a physical activity course in undergraduate education can be beneficial (Sartore-Baldwin et al., 2020; Sartore-Baldwin & Das, 2022).

Further, a few participants spoke at length of the anticipated physical exertion of their bike ride and how it has ascribed greater meaning to their contributions and to the experience of contributing, such as participant #25, who said:

It's just the commitment that people are making. It's kind of just proof that that's how much we care about affordable housing because if anyone can be passionate about affordable housing and take an internship or work with the housing authority, but to say that you're willing to put your truly your life at risk.

It's a way to show how committed we were to raising awareness for it is like we are willing to bike and physically move our bodies from one city to the next to actually get to fundraise for this Foundation, raise awareness for this Foundation that it's that kind of commitment is kind of how I saw it was connected.

Participant #16 spoke at length about how the physical act of biking across the country, as daunting of a task as it seems, aided in their initial fundraising efforts:

When I was reaching out to people to donate, they were all like, 'Wow, you are doing this. You are giving your time and all of this energy to do this. Like, yes, I want to support you.' Like I am giving this [the bike ride] my time, and so I think it makes it more compelling.

Participant #6 went so far as to say that they were mentally and physically prepared to push their body to its brink.

I'm putting my body on the line in a way. You kind of have to in order to support the cause and stuff and kind of fight back against stuff like cancer. So I think the fact that like the thing we're doing is not something everyone can have to do with my decision to take part and people's decision to donate to me.

I realized the biking part [of the trip] was more like a physical representation of the dedication I'm willing to put out to support this cause and use that as kind of a picture in mind for fundraising.

I don't think I would have raised much money. It's one thing to go up to someone to say, "I'm fundraising for this organization. Can you donate?" It's another thing to say, "I'm fundraising for this organization and, as a matter of fact, biking this amount of miles across the country as an effort to fundraise, can you help me?" I feel like the physical impressiveness of the biking itself sort of served as inspiration, and the people inspired were more willing to donate. It's kind of like the physical distance of our trip served as big of a role as the actual number we had to fundraise.

Research has shown that these sorts of feelings may further motivate higher prosocial contributions of the participants (the "martyrdom effect") (Filo et al., 2011). The idea of suffering for a cause they care about can help make one's support feel more meaningful, as if to say, "I care so much about this cause that I am willing to push beyond my comfort zone to prove it." Olivola and Shafir (2013) have shown that there is evidence that the addition of pain and effort can increase the willingness to contribute to a prosocial cause for undergraduate students. This circumstance is also reflected in research on the motivation of CSE participants versus non-CSE participants. Such work has found that CSE participants ranked higher than their counterparts on motives relating to self-esteem, personal goal achievement, competition, and recognition/approval (Rundio et al., 2014). This finding is backed up by participants who mused that driving across the country would not make for as potent of an experience as biking was anticipated to be in their minds. As participant #23 mentioned:

I think I would rather, you know, bike across the country and volunteer rather than just driving and then not being as excited to get somewhere. I don't feel like I could have convinced people to donate to something like this. Like, I'm just driving across the country?

Others explained that it was the bike ride in connection with the community service aspect that drew them into the idea of the experience. Participant #7 shared that they first heard of Bike &

Build while working in her family's outdoor goods store. A customer came in shopping for their

daughter's cross-country bike-riding trip:

And I thought that sounded like the coolest thing ever. I had just been on my first bike-packing trip. And I thought that sounded like the most amazing thing I'd do when I'm older. And she was, oh, that's so cool. just talking to this nine-year-old. And I told my parents I was doing this thing called Bike & Build. And they're kind of okay with it. And, [00:01:00] yeah. And ever since then, it's been when I'm 18, I'm doing Bike & Build and, then, I turned 18 and Covid happened. And so I couldn't do Bike & Build that summer. And so it's kind of just always one of those things because she told me about Bike & Build.

Finally, many participants (59 percent, to be exact) spoke about how the emphasis on

both biking and community service piqued their interest in the trip. For these students, it is as

basic as biking and service put together and seems like the pretty perfect combination. As

participant #20 explained:

So it was kind of perfect for helping me achieve something I want you to achieve [biking across the country], but also lending a hand.

Or participant #4 got straight to the point by saying:

I found out you could bike across the country and do service projects, and that sounded awesome.

One factor found to be unique to sport volunteer motivation versus other volunteer

opportunities is one's "love of sport" (Bang & Ross, 2009). For example, in a study of marathon

volunteers, reasons for volunteering were mainly driven by the sport itself and not just the

opportunity to help others (Bang & Ross, 2009). At a professional golf event, the love of the

game of golf was the primary motivator of volunteers (Coyne & Coyne, 2001), the love of tennis

attracted volunteers to the U.S. Open Series event (Pauline & Pauline, 2009), while Bang and

Chelladurai (2003) observed "love of sport" motivating volunteers for the 2002 FIFA World

Cup. These sentiments were echoed by participant #20, who said:

I really do like to ride my bike. I was first drawn to it [The Dream Project], just because I love biking. I've done a few week-long bike ride-type things with my family and bike in my free time. And it just seemed like a really great opportunity to see the country so that was my first attraction to the program.

Participant #14 explained that biking already played a huge role in their day-to-day life by virtue of living in New York City. They already loved to bike, they already knew they were proficient at biking, and biking across the country is a "once-in-a-lifetime thing," so they "figured" they could do it. "My original purpose was to join, simply mostly for the biking component."

A few others shared that while the idea of biking first intrigued them, it was the connection they developed with the mission of the organization as they prepared for the trip that kept them committed. Participant #9 shared that they've always been really motivated by a physical challenge "in terms of pushing my limits with exercise and kind of that ability." Therefore, the idea of this trip was like "combining something that I would be doing anyways in terms of volunteer work, but doing it while also bringing on a physical challenge." Participant #22 shared:

I was first drawn to the trip because I love biking, and it's a great opportunity to see the country. It's an amazing balance between getting to do something that I enjoy [biking] while also benefiting other people. I could spend an entire summer just biking, but in this capacity, I can also hopefully make a difference for some people.

Participant #14 admitted that they signed up originally exclusively for the biking component of the trip. Then, once they began to read about and understand how cancer touched so many lives of their teammates, their own motivation began to shift.

My original purpose was to join, simply mostly for the biking component. Then I started to read through other people's fundraising pages and see how other people thought cancer impacted their lives. So for me, it's become a learning opportunity to see how it [cancer] affects other people and how they live through it and just learn through it as

well. I never really experienced it [cancer] myself, so I am learning by way of other people's experiences.

These responses support research that shows that CSE serves the dual purpose of being both a fundraiser and sport activity provider as they serve a useful approach to fundraising through meaningful activities (Hendricks & Peelen, 2012). Further, these responses show that tying charity to sport allows both platforms to benefit from a larger audience as people are introduced to one through the other as such events draw in both activity and charity enthusiasts (Filo et al., 2014). For example, participant #12 shared:

I honestly kind of debate about whether it was a good fit for me because I don't really have a strong connection to the cancer community, especially the adolescent young adult cancer community that the 4k [for Cancer] benefits. But I really do enjoy community service. I think it's really gratifying.

Research has even shown that event satisfaction, and camaraderie are stronger for attendees of CSE whose primary motivation for participating is unrelated to the cause itself (Inoue, 2015). In this sense, the bike ride almost works as a public relations and general awareness tool for each organization to build a footprint in the community and acquire new donors and revenue (Gronbjerg, 1993). Concurrently, loyal supporters of a cause may never have signed up to bike across the country had it not been in support of their cause, but will now reap both the physical and psychological benefits of their participation (Filo et al., 2014). This is true for the relatively few participants (11 percent) who said the support of the cause was their main motivation to participate.

I wanted to be involved because I studied public health in college, and growing up in Philly, poverty and homelessness were huge issues. I really focused on that within my public health realm, and I didn't really know what to do after college. I knew someone who did Bike and Build before, and so I looked it up, and it just kind of seemed as it aligned with everything that I wanted to do, or at least like put my efforts towards affordable housing and just biking. I think those two things are really, really important. Obviously, home is a place where you can get protection from the elements. You can apply for food benefits because you have an address or get a license and create memories

in this one place. And then biking could be a hobby, or it could be a means of transport. Encompassing both of those aspects is really what drew me to doing the program.

These findings correlate with the small body of research focusing on how the facilitation of sports for college students can act as a conduit for the same principles and lessons connected with service-learning. Sport-for-development (SFD) purports that combining sport with cultural enrichment (like arts and music) and educational activities can provide a foundation for promoting positive impacts and cultivating social capital for both facilitators and participants (Lyras, 2007; Lyras & Welty Peachey, 2011). In these scenarios, students host EBA (such as sports camps, tournaments, after-school programs, or clinics) as part of service-learning programs. Through SFD initiatives (also referred to as sport-based service-learning), participants use sports or physical activities to better connect with the larger community to meet critical needs (Green 2000; Moorman & Arellano-Unruh, 2002; Richards et al., 2012). SFDT initiatives attempt to use sport as a medium to effect positive change in society through promoting intercultural exchange, conflict resolution, peacebuilding, and assisting marginalized communities (Lyras & Welty Peachey, 2011).

In conclusion, participant #7 summarized all six motivations - meeting new people and building community, values (helping others), expanding awareness, preparing for future careers and schooling, self-satisfaction, and physical activity - in just a few sentences:

There are only a handful of people who've ever ridden their bikes across the country, and being one of those people and having that community of knowing so many other people who have done that is incredible. It's even more incredible knowing that that community is also passionate about wanting to make a difference in something you're passionate about. It's all just so motivating that I want to do good but also do something that will better myself.

Second Round of Findings

Introduction

      Everyone interviewed had this life-changing experience (defined as a period of transition across a life course per Allender et al., 2008) where they briefly left their daily existence to drop into another way of living, but now that they are back in the "real world" how do they negotiate who they were before the trip, who they become on the trip, and the life they live after the trip? This round of interviews, conducted within one month of participants returning from their respective trips, unpacks these questions.

      This section of findings focuses on the impact of understanding (1) how does PEB-SL impact young adults, (2) what do they take away from their program experience both in the short- and long-term, and (3) to what extent do alumni continue their participation in community activities. This section will also revisit why the idea of biking still matters for these trips to be what they are and what potential negative repercussions exist in the context of PEB-SL - both of which were consistent themes during this round of interviews.

Table 5. Demographic Data - Round Two of Interviews

Gender Identity	Frequency	Percentage
Female	11	78.57%
Male	3	21.43%

Graduation Year	Fequency	Percentage
2018	1	7.14%
2020	4	28.57%
2021	1	7.14%
2022	4	28.57%
2023	3	21.43%
2024	1	7.14%

Age	Frequency	Percentage
20-21	2	14.29%
22-23	6	42.86%
24-25	5	35.71%
26-27	1	7.14%

First-Time Riders	Frequency	Percentage
Yes	12	85.71%
No	2	14.28%

Participants

For this second round of interviews, data were collected from 14 respondents, with a 48 percent retention rate from the first round of interviews. This second round of interviews took place between September and October of 2022, about one month after participants came back from their respective trips and seven-eight months since the first round of interviews. A summary profile of the respondents from this round of interviews revealed that 11 identified as female and 3 identified as male. The average age was approximately 24 years old, with a range from 20-27 (many interviewees had to defer their original trip because of the Covid-19

pandemic). Of all the participants, approximately 86 percent were first-time participants in their respective programs (see: Table 5).

How do riders understand what happened to them during their trip? In a lot of ways, that process of understanding is still ongoing. Participant #19 started our interview off by saying:

I feel I haven't fully grasped what that means to me, where I'm like, oh, my perspective got broader, but I'm not sure exactly how. It felt like there was a chapter, and now it's closed, and I'm back to life the way it was because I'm still living in the same house, same friends, same everything. So nothing really changed. But I do think having that perspective shifts to being really, really grateful, just feeling super grateful. I'm getting comfortable with thinking about the ways that I want to grow without judging myself too much, and being comfortable, looking at myself in the mirror and asking how I could do better. How do I want to do better? I think that was a really big lesson, so. Hopefully, that's a practice of gratitude and being able to challenge myself while still having grace. Those are things I want to definitely integrate into how I live my life. So I think time will tell, but those are definitely top of mind for me.

This section of findings on participants' takeaways will explore participants' understanding of why they biked, how biking added to and took away from their respective experiences, and why PEB-SL may not be about biking at all.

Findings

Riding to find your why

Each organization has its own understanding of the purpose of sending young adults thousands of miles across the country on bikes. For example, per their respective websites, 4k for Cancer's purpose is to "create a community of support for young adults, and their loved ones, impacted by cancer by cycling 4,500+ miles across America each summer." The Dream Project's purpose is to "help young adults grow into leaders within their communities through service and philanthropy." Bike & Builds purpose is to "give young adults opportunities to become engaged

in the affordable housing cause." These statements beg the question - what did participants think of the personal purpose of their trip in reflection?

I originally thought that I would split up the participant's understanding of this perceived purpose of their trip between "trip being purposeful for the participant" versus "trip being purposeful for the community" in my coding process to understand how much each PEB-SL benefited those doing the helping versus those who were supposed to be helped. I quickly realized that was an impossible endeavor. Not a single participant talked about how their trip provided benefit to surrounding communities without framing it within the context of how the trip shaped their perspective of those communities and how they now plan to be community advocates and change-makers because of it. Take participant #16, for example, who shared that so much time biking really helped elucidate why they were biking in the first place.

[This trip] allowed me to leave my life for a little bit and look at myself in the mirror in different situations with different people in unfamiliar surroundings. I did a lot of introspection on the bike and just thought of where I see myself in more of the world rather than just the surroundings of my everyday life. If you're just one person on two wheels going across a bunch of states, you're just out there, so I really started to think of myself in more of a larger setting as one human being where do I fit? What kind of person am I, and what do I have to be thankful for? And it really made me feel super thankful. I've never felt more thankful for my family and friends and everything that I have that supports me in my normal life. Having that distance was amazing because I just thought, oh my gosh, I have so much to be thankful for waking up every day.

Participant #3 spoke about how a turning point in their trip came after a conversation with their trip leader that framed their perspective as to why they were biking in the first place.

With affordable housing, it's just so complex. This trip just gave me some pause, and it forced me to really think about my place, my purpose, and my intentions alongside my team. Something our leader said that stuck with me is that the experience is about momentum. It's about the idea that maybe your impact of painting a house seems little to you, but it's gonna give you momentum to keep on and live a worthwhile life full of service for the rest of your life. And that's what your impact is on this trip. And, I was honestly really emotional when we had this conversation because I really needed to hear

that because, at one point, I was just like, I understand I'm in a really privileged position to be doing this, but am I wrong to be here?

And he just completely reassured me. And it was a really special moment for sure. It was this whole idea of momentum and a moment to take stock of the community that you're helping and the momentum in your own life and in the nonprofit world. It was really beautiful.

This finding is consistent with research on how philanthropy and volunteerism can often be a personally enriching experience for the giver but disconnected from the recipient (Fleming & Jones, 2018). As previously explored in this study, philanthropic initiatives - be them service-learning courses or corporate social responsibility events - often fail to get input from the communities they are ostentatiously trying to serve as but a few scholars have explicitly focused on the benefit of service-learning on partner organizations (Hart et al., 2007; Kindred, 2020; Olberding & Hacker, 2016; Sandy & Holland, 2006; Stoecker & Tyron, 2009).

This myopic approach to philanthropy focuses on philanthropy as a relief as opposed to philanthropy as civic engagement (Lynn & Wisely, n.d.). In practice, that looks like solving a problem you think a community has before asking them what needs they actually have. This is why PEB-SL programs should emphasize the learning part of the opportunity as a way to navigate potential challenges relating to these power dynamics and miscommunicated intentions. That way, as is the case with these participants, one can walk away from these experiences with a better understanding of how they can work to be effective change agents within their community through future decision-making. Rosenberger (2014) proposed an evolved service-learning framework that stresses the importance of choice (individuals choose the service-learning experience to develop a sense of ownership); dialogue and agency (individuals get the chance to talk to organizational stakeholders); problem-posing (individuals work to unveil and problematize the reality); and conscientization (individuals envision more just solutions). They

should also learn to frame social problems in contexts that allow them to consider fair and equitable solutions.

Why biking matters

Every participant said that the bike riding aspect of their experience - as hard as it was - enhanced every other aspect of their experience. Moreso, it enforced the trip's purpose - even when the purpose was shaped up to be something larger than riding. Participant #16 spoke about how the trip was a team effort. With everyone coming with different levels of experience and comfort, and physical stamina, it became quite clear from the first few days of the trip that the riding itself was not the most important thing to be accomplished.

One thing that a lot of our teammates talked about fairly early on in the trip was how much the trip wasn't about bicycling, which was something I needed to adjust to my expectations about but in the big picture was really wonderful. I think biking was wonderful, and a lot of really, really amazing experiences came out of it. And the trip would not have been the same if we weren't bicycling, like if we were just driving to see places and meet people. I think in the same way, if you're not just at the pace of a bicycle and people notice you and, I think, are really generous because they see, wow, look at what you're doing.

So I think the bike was really crucial, but I think going in, I thought it was more I am cycling across the county and supporting this cause through fundraising and doing advocacy work in volunteering for the affordable housing cause. But I think once it happened and now afterward, I'm like, wow, I've spent a lot of time learning about and advocating for affordable housing, and we did it by cycling across America.

Participant #12 talked about biking as a "means to an end" as it attracted attention on the trip and gave the group a sense of purpose that we were doing it all for a greater cause.

Biking was definitely the main draw for me originally. But I think that very quickly the whole trip became more about people than about the riding. In some cases, that meant my teammates, and sometimes, that meant the people that I was riding for through my efforts. I think that the riding really served as a means to an end for us. That was what attracted attention and enabled us to fundraise as much as we did. And that was what

kind of gave us a sense of purpose that we were doing it for Ulman Foundation and for our dedications and sometimes for each other.

Participant #8 explained how biking was woven into every aspect of their trip this summer.

I think biking is a quintessential part of the experience because you're so intrinsically tied to the land, so you're biking on all of these roads, and you're spending 10 hours a day on the bike, on these areas, and you're seeing, firsthand, all of these affordable housing issues in different areas. Seeing them is totally different, and experiencing them and talking and engaging with people is totally different when you're doing so on a bike. And the bike is the ideal way to go about that. First of all, rolling up in our Bike & Build jerseys that's a conversation starter, in and of itself. I think having service components so intrinsically tied to such a big physical feat is huge because that really helps the fundraising because it's not fundraising for the affordable housing cause. And it's also funding this huge physical feat that is impactful for an individual too.

In comparison, while participant #8 spoke of how having such a service component tied to a "big physical feat is huge" because it funded affordable housing and the person tackling the challenge, participant #18 expressed concern about that being the case.

It was interesting to see that we were biking for affordable housing, but what does affordable housing look like when it comes to homelessness as well, and that juxtaposition? Who am I to get to go on this trip as opposed to spending my summer having to work or take care of someone? I'm fundraising for people to basically support my budget, to feed me peanut butter jelly sandwiches, and to support vehicles and just the operational costs of running this organization.

As previously explored, individuals are more likely to develop prosocial behaviors when their actions require increased effort and pain (the martyrdom effect) because they perceive their suffering as a process of contributing to a cause they believe in (Thompson & Bunderson, 2003), but only if they perceive this pain and effort to be meaningful (Olivola & Shafir, 2013). With this in mind, it is easy to see how the required pain and effort of PEB-SL experiences facilitate transformation in two ways. First, such trips push the participants beyond their comfort levels (Magrizos et al., 2020), as exemplified by comments from participant #18's who said:

I think there are two big components of the trip - physical and mental. physically, I am just so much more capable than I think, and I can get up those hills, literally and metaphorically. This trip showed me that by continuously being shoved outside my comfort zone, I could do hard things.

Participant #17 shared a similar sentiment, going on to say how the hardest part of their PEB-SL experience is helping them manage their next "hard thing," which is teaching English in Honduras, an endeavor they took on because they were so inspired by the opportunity to do good as spurred on by their bike ride.

I can remember the really hard days from the trip, and it helps remind me that I can do hard things. So this Honduras experience teaching English is a whole other level of difficulty for me. But on the hardest days here, I can kind of remember my hardest days of Bike & Build. And it helps me think that I made it through that day, and it was okay, and now I remember the good part. So I need to remember that this part is really hard, but I can pull through it, and I'll remember the good parts about this day.

This push out of one's normal comfort zones forces participants to reflect on how they view themselves and the world around them (Mulder et al., 2015). Second, Olivola and Shafir (2013) show that painful and/or effortful practices "make the experience and act of contributing seem more meaningful for people, thereby increasing their willingness to contribute." (p. 102). This idea is exemplified by comments like participant #7's who said:

I think that biking made it a more intense experience, especially on certain days, so it's bonding as you build these relationships with people because you're doing something that's extremely difficult together or when there are really bad headwinds, and you all just want to take a nap, but you have six miles left and you that kind of those were the moments where you got to know people that of not only having conversations about how they react in different situations and stuff that through biking. So I felt it bonded people in a different way and in a closer way.

I feel it wouldn't have been the same at all [if we drove across the country]. And so many ways it would've changed, but I think especially one was we wouldn't have had so many people from outside Bike & Build supporting us and helping us because, by biking, people were kind of more receptive or even just asking, "Why are you biking on Montana 200? And so I feel that it kind of helped to talk to people about affordable housing because it gave us more opportunities to slow down what was around us and take our time, but also, more people took an interest in what we were doing.

And in so many ways, it was not about biking at all but the platform biking provided. Participant #19 shared a story of their pinnacle learning moment on the trip and how an unplanned interaction with someone on the road helped them understand the true meaning of their PEB-SL experience.

There was a day we had to bike over a hundred miles or something. I rolled up at a rest stop to see my friend driving the support van. He is helping this guy fix his bike just on the side of the road. It was in this really small rural community, and we were talking with this guy, and then his family came over, and then we were missing a part, but then a neighbor was, oh, I have that part. And so it was this whole community that was able to engage with and support and fix the guy's bike. That ended up being this bigger experience of talking about why we were doing it and hearing their experience with the lack of affordability in their community and being able to just listen to their stories. That was very much my moment of yep, this is Bike & Build.

Biking for resilience

The theme of resilience came up in many (85 percent, to be exact) interviews. Research has shown that athletes who participate in sport at a high level for an extended period of time, such as biking thousands of miles across the country over the period of one to two months, will likely experience a number of stressors, adversities, and failures (Mellalieu et al., 2009; Poczwardowski & Conroy, 2002; Tamminen et al., 2013). Thus, resilience in the context of athletes is "the role of mental processes and behavior in promoting personal assets and protecting an individual from the potential negative effect of stressors" (Fletcher & Sarkar, 2012, p. 675). This phenomenon was seen through participant #16, who spoke of how the living conditions of their trip strengthened their resiliency since they have been back home.

In general, I learned how resilient I am as a person. We camped in the desert, and it didn't go below a hundred at night, and we didn't have access to drinking water, and yet, we survived. We made it. We got more water, and then we biked away. I think that has been one of the biggest takeaways about myself. I can do anything. I need very little because oftentimes we had very little because it was just us on our bikes on the road.

This ability to respond positively to setbacks, obstacles, and failures is essential for any

successful athlete (Galli & Gonzalez, 2012). Sport is a particularly unique venue from which to

examine resilience because, in addition to unexpected adversities such as serious injuries,

participants often knowingly and willingly subject themselves to high-stakes and stressful

situations where they cannot always control their environments or the results of competition

(Galli & Gonzalez, 2012). Hill et al. (2018) revealed that resilient individuals were able to return

to their previous level of performance after encountering perturbation such as an injury or loss,

whereas non-resilient athletes' negative performance was followed by another negative

performance. Participant #12 spoke to this idea when they shared about how they quickly learned

to let go of preconceived notions of what their trip would be and looked for new sources of

inspiration when they struggled to keep up with the trip's grueling mileage.

*In the beginning, I was really pushing myself to finish the rides each day. We had a van
that picked us up at 4 pm each day, no matter what, so that we weren't out biking too late
or getting too fatigued. And it never even crossed my mind that I wouldn't finish riding.
The whole point is biking across the country.*

*But then I learned there were four cancer survivors on my team. So it was really
interesting to hear about their stories. I had never known a young adult who had had
cancer before this trip, and now one of them is my best friend. It was just a really
incredible experience to have that source of motivation there with you. She was usually
my climbing partner on the really tough climbing days. And so every time I was
complaining like, oh man, this sucks, and I can't finish. But then I had the perspective
that she's actually beaten cancer. So, it really put a lot of things into perspective and was
just a great sense of motivation, and I don't think we would've been as successful with the
fundraising or with the riding had the cancer component not been there. I don't know if I
would've been as motivated to do the rides every day.*

Resilience as a takeaway of PEB-SL experiences matters because Moore et al. (2020)

showed that physical activity is positively and significantly correlated with prosocial behavior.

Young et al. (2018) found that adolescents who engaged in regular physical activity saw an

increase in resilience level and coping capacity. For example, participant #17 shared a very

appropriate analogy about a cookie jar and resilience that they applied to the hardest moments of

their trip and life, more generally, since being back.

Every time you do something hard, you put it in your cookie jar. Every time you do something hard, it gets easier to do something hard again because you have experience getting through it. But the first time you do something hard, it feels impossible. Every time you do something challenging, you become a little bit more resilient because you're able to weather that difficulty better.

When you do these hard things, you'll get to the cookie jar, and you're like, but I've done this, and I've done this, and I've done this, so I can do this. And then when you do this thing that's also added to your cookie jar, then you have four things to pull out. And five cookies. And six cookies. So every time you do something hard, your cookie jar gets more and more full. And then you use those experiences to prove to yourself that you'll be okay. They help you know where your limits are and your boundaries too. It's one thing to say, Wow, I'm in a new country with a language barrier, this is really difficult. Or wow, I'm biking across the country; this is really difficult. So, you can know that these are the things that are in my control, and these are the things that are not working.

I think that it helps inform both things when you push, push because it's just a hard thing that you can get through and make you better. And when is it not the right kind of hard, and you need to quit? Every time you do a hard thing, you learn more about that line and what it is for you and what's healthy and what's not, you know? I will use these lessons in the future.

You're just stronger. So all those hard days and I learned a lot about how to take care of myself when it's hard, so I can be resilient. I can weather that difficulty better now, having done these hard things before having done this trip before because I got practice weathering a hard thing when I wasn't able to leave or quit. And so that gives me perspective and a chance to do this better. And then this is a new perspective and a chance to do every hard thing that I do after this also better.

Negative implications of biking

It is important to also examine what happens when a bike ride across the country for

charity becomes too much about biking. Participant #5 spoke to the idea of taking the biking part

of their service trip too seriously as well and how it negatively impacted their team's ability to be

of service to the community.

I felt that biking was sometimes more important for the individuals on the team than community service, and I definitely fell into that. I feel some people took that way too far

to their advantage of that, including myself. Sometimes I was so tired that I accidentally fell asleep. So you really just have to know yourself and your boundaries when you're stimulated by 25 energetic people around you that you want to hang out with all the time.

I felt for everyone in my group, no matter where we started in terms of their connection to affordable housing or the cause, I think all of us really did enjoy the service part. It actually meant something different to each of us, and we all really connected to it. But I've heard stories of other riders and groups this year, but in previous years the people who really didn't enjoy this trip were the people that only cared about biking. Because then everyone's at different fitness levels and paces and has different comfort levels of what bike safety looks like. And the people who are just trying to race every day are obviously going to get frustrated and not be able to connect with their peers as well.

Biking across the country is a life project of sorts (nine participants referred to their trip as a "bucket list" item) that required a lot of heart from its participants (Vliet & Inglés, 2021) and garnered significant admiration from its supporters (Huertas, 2013). Alas, there were also many participants (10 called the trip a "bucket list" item in their initial interviews) who spoke of the pitfalls of taking the biking part of the trip too seriously to the point where biking took away from the fundraising and volunteering efforts. Participant #2 specifically shared a story about injuring themselves and their teammates in the pursuit of finishing an especially difficult day of riding had been off their bikes for ten days when someone on the team tested positive for Covid-19.

I think my biggest takeaway, one of my biggest learning moments, was when we got Covid in Baton Rouge, Louisiana. We had to all quarantine for 10 days. So we moved to Dallas, but we were off the road for 10 days, and on the first day back, I wanted to finish so badly, but it was you know, it was 90 degrees, and we had to finish 88 miles. It was a hard ride, and Dallas, Texas heat was something we weren't used to because we kind of skipped 10 days of hard, acclimation rides.

And I pushed myself way too hard, and I pushed my teammates way too hard. That day we were riding with three other people, and I was pushing myself and all these other people way too hard, and we ended up hurting. We ended up having a couple of accidents. I cramped a couple of times, my friend cramped a couple of times, and it was just bad. And that was a learning experience about how you gotta manage expectations. And that was my biggest thing. I looked around, and I realized why does it even matter if

I finished the last five miles of this ride? If I could have just stayed healthy, I wouldn't have been hurt the next day, and my friend wouldn't have been, you know, injured.

These participants were likely bolstered by the idea that, as a society, we admire and even value people who stretch beyond their comfort zone (Laurendeau, 2006). Participant #25 literally said that "this trip was very far out of my comfort zone." We go so far as to consider them heroes with extraordinary capacities and abilities (Pereira, 2009). This idea was expressed by participant #26 in a blog post, who wrote about how the small town of La Crosse, Washington, rolled out the metaphorical red carpet when their team rolled through town and felt overwhelmed by their welcome.

The road to LaCrosse, Washington, was peppered with clues to indicate that the night's stay would be unlike any we had experienced. We had 80 miles of wheat fields to conquer, and it was 103 bone-dry degrees. As we savored the last few moments of a break under a rare scrap of shade, a kindly grandma joined us in a golf cart and exclaimed, "Are you the bikers??" Mind you, this was still 40 miles out from our destination. Yes, we replied, more than a little confused. How did you know? As it turned out, the people of LaCrosse had put a notice on their local cable station inviting everyone from neighboring towns to come and meet us that evening. She regretted that she wouldn't be able to join us with the wheat harvest approaching, but she invited us into her house for frozen candy bars and a refill for our water jugs. Stranger danger is damned, we gleefully accepted and got back on our bikes, refreshed, and feeling cared for.

Hours of hard work later, we arrived. We were to wait with a volunteer for the fire truck that arrived, sirens wailing, a short while later. The town's children joined us on bikes themselves to ride with this marvelous escort all the way to the community park, where the entire town had turned out to greet us with a banner, a map of our journey, and an entire pagoda full of vegan and vegetarian food — which must not be taken for granted in an area so remote — for us to enjoy together

We shared that wonderful dinner mingling among the citizens of LaCrosse, both old and young, and when everyone had had their fill, our hosts told us to go get changed for the pool party they had prepared, reserving the entire community pool for us. We were to shower afterward in the school next door, where we discovered that the students had prepared a personal card and towel waiting for every one of us in the locker room.

That wasn't even close to the end of the sheer onslaught of kindness. When we finally arrived at our host Lana and Roger's home, there was ice cream, pastries, and vegan treats that she had spent days practicing recipes for. Aha, so this was why she had been emailing us for weeks in advance asking about our favorite foods! The closest grocery store was a three-hour drive away, so she had made sure well in advance to stock whatever we might be craving. We crowded together in their cozy living room, eating and drinking and laughing with them, and when the evening began to wind down, they would not hear of us sleeping on the floor as usual; they had prepared beds and air mattresses for all eleven of us.

Risk behaviors are positively reinforced by social admiration and are inspired by extreme practices (Huertas, 2013). This idea is evidenced by participant #25's story yet again when they went on to say:

We had felt welcomed in every town we had been through, but LaCrosse was one where we felt truly loved. The adults wanted us to talk to the kids in town because growing up in a very rural farming community doesn't pose a lot of opportunity for imagining a life outside of what they see for themselves. The entire experience was incredibly kind but also very strange. We entered the town as strangers, heralded for the fact that we biked to get there.

As I was getting ready for bed, I noticed on the nightstand a collection of books by Mitch Albom, one of my favorite authors. Lana noticed me picking one up, a sequel I hadn't known about. She insisted I take it, and she gave the rest of the collection away to the other Dreamers for good measure. When I woke up the next morning, I wasn't feeling very well, so I sat out the day and decided to read a bit. As I opened the book, I saw for the first time the inscription she had written for me. "Thank you for sharing your journey with us. What an amazing life-changing event to cycle across America and end up in LaCrosse, Washington where our paths met on this day. When you read this book, you will understand when I say, "You've changed our lives in such a positive way."

These findings give a new perspective to previous findings on how physical activity was found as a motivating factor during pre-trip interviews. For example, participant #6 literally mentioned putting their body on the line when they said:

I'm putting my body on the line in a way. You kind of have to in order to support the cause and stuff and kind of fight back against stuff like cancer. So I think the fact that like the thing we're doing is not something everyone can have to do with my decision to take part and people's decision to donate to me.

These statements make us question whether participants of PEB-SL experiences are "athletes that donate" or "donors that participate in sports activities" (Hendricks & Peelen, 2012), which is detailed in the previous section of findings around motives. But in the end, it seems like a bike trip across the country for service may not even be about biking at all. As said by participant #5:

I'm still processing the trip, but what I realized is that Bike & Build is a service trip with a biking component rather than a bike trip with a service component.

PEB-SL as voluntourism

In interpreting how participants understood the impact of their trip, it is relevant to understand how PEB-SL experiences fit within the larger context of voluntourism. Voluntourism, a portmanteau of "volunteer" and "tourism," is a form of tourism in which travelers participate in some form of organized volunteer work, typically for a charity or recipient community that might involve "aiding or alleviating the material poverty of some groups in society, the restoration of certain environments, or research into aspects of society or environment" (Wearing, 2001). Voluntourism is the solution for people who want to combine tourism with prosocial giving and personal development, consistent themes of this study. Most research and news coverage on voluntourism as a form of service-learning focuses on international trips, but the basic premises hold true for the context of this study, which has a national context.

In an effort to attract clients, many of the organizations that send volunteer tourists on trips promise an opportunity for individuals to step out of their comfort zones, discover themselves, learn, and grow as individuals. For comparison, Bike & Build boasts that participants of their trips can make a difference across the nation by supporting efforts to address

the affordable housing cause through community, connection, and civic engagement. Participants' motives for engaging in volunteer tourism trips include a desire to contribute to societal causes, interact with other people and cultures, learn and self-develop, improve their skills and career prospects, and get a sense of personal fulfillment (Weaver, 2015). These motives are quite similar to those found in participants of PEB-SL experiences, which include meeting new people and building community, values (helping others), expanding awareness, preparing for future careers and schooling, self-satisfaction, and physical activity (Rossi, 2022).

The phenomenon of voluntourism is now a $3 billion-a-year industry, even in a post-pandemic world (NPR, 2021). Volunteers must pay for their journey, including flights and transportation, meals and lodging, as well as fees to the organizations and the programs they support. The funds paid or fundraised by participants go to the groups that coordinate the trips along with the development programs they support. For comparison, 75 percent of fundraising dollars raised by The Dream Project riders go to charitable partners, while 25 percent goes to living expenses on the trip (food, fuel, safety supplies). Riders must coordinate and pay for their own transportation to the start of the ride and home from the end of the ride.

To its benefit, voluntourism has been found to contribute immensely to the development of the host country as a form of sustainable tourism (McGehee & Andereck, 2009). Such trips also support local economies. For example, Habitat for Humanity, an organization that Bike & Build works closely with year after year, has its own voluntourism program called Global Villages. Over the course of about two weeks, groups of 15 people, half volunteers, half local staff, build homes, hand-washing, and health-care facilities, as well as participate in other kinds of projects. There is a fee of about $1,650-2,500 per person to participate. About 12,000 volunteers participate each year. Habitat for Humanity says their trips alone bring in an estimated

$6.9 million to the drivers, hotels, restaurants, and gift shops that serve international volunteers when they visit (NPR). Additionally, 4k For Cancer has donated over $7 million to local charities along their routes that work toward curing cancer.

Further, volunteer tourists, or voluntourists, have been found to come home with a newfound sense of global awareness (Brown, 2005). In one study, voluntourists reported higher levels of yearly civic engagement, civic attitude, openness, compassion, cognitive drive, and reflectivity when they come home (Bailey & Russell, 2012). For comparison, in 2017, Bike & Build self-published an impact report after gauging what their alumni have been up to since their experience championing affordable housing. Of the 509 past participant respondents, 82.4 percent said they are "more likely to be civically engaged," up from 65.1 percent before their trip. Much like service-learning programs, research on the long-term implications of voluntourism programs is limited, so little is known about the impact of these experiences after the trip is completed (Wearing & McGehee, 2013). Voluntourism at its best was seen through the words of #16, who relayed a story about a time that helped them learn first-hand what their trip was providing for others.

We were helping close a Habitat [for Humanity] in New Mexico because they didn't have the funds to keep operating. They had this lot and these two trailers, and we were helping them that day to organize things. Some of it was just going to the dump, and a lot of the other stuff they had already given away. We were going to continue to have giveaway days where people could come and get stuff. The town of Gallup is basically surrounded on three sides by Navajo tribal land. And so a lot of people from the reservation would come to that. One man came by and explained that the big storage containers leftover were going to Gallop Solar, which is an organization put together by nuns, and their mission was to give solar-powered refrigerators to people on the reservation because there's still a really high percentage of people who don't have electricity. Electricity is really important for a lot of things, but their example of something really crucial was diabetes medication that needs to be refrigerated and not having that. So we got to learn about Gallup Solar, which was really cool. And then the next day, we were cycling away through reservation land. We just happened upon this man on a bicycle who was an older gentleman and started talking to us. He was helping build an addition to a house of a

friend who lived on the reservation, but the friend didn't have power. He was biking to the town to charge his power tools. And so we were, oh my gosh, have you or your friend heard about Gallup Solar? He hadn't heard of Gallup Solar, so we told him all about it. And we also recently had a volunteer day with another Habitat [for Humanity] where we installed solar panels, and learned a lot about solar energy. So it was just really cool. I had all of the knowledge and was able to relay it to someone who could benefit from these resources. The man was definitely interested and said he'd look into Gallup Solar. Then he biked away, and then we biked away.

It was such a special moment being able to talk about a place we had just volunteered at that was doing this work, and we could applicably see how this works. Being able to see the need we've just learned about it is Bike & Build in the flesh. We are stewards of knowledge now, and we're able to pass it on, and it all happened while we were on the bike, which was just doubly as cool.

Critics of voluntourism have found that such trips actually have a negative impact on development in host communities. For instance, volunteerism expeditions can lead host communities to become dependent upon volunteer tourism-sending organizations, undermining the dignity of local residents, exceeding the carrying capacity of the community if not properly managed, and impeding the need of host communities regarding tourism development (Wearing & McGehee, 2013). This critique relates to the previous finding that explored how philanthropy and volunteerism can often be one-sided; personally enriching experiences for the giver but disconnected from the recipient. This fear was realized during the Covid-19 pandemic when non-essential travel came to a near halt. Habitat for Humanity's Global Villages program normally hosts 12,000 volunteer participants each year. During the pandemic, that number dropped to zero. 77 percent of participants (10 out of the 13 interviewed for this round of findings) explicitly mentioned some amount of discomfort about the trip's intended goals versus the reality of their experience.

To start, these trips may also create more work for the host communities and organizations, a point brought up by participant #24, who expressed concerns that their volunteer

days with various organizations along their route actually created more work for them as hosts,

not less.

I had the sense that along the way, all of our different hosts were more or less prepared to have us. And a lot of that preparation was key in helping the group feel they were having a positive net impact. And that we weren't just there to put a fresh coat of paint on something. It was almost like there was more pressure on the hosts than there was on the group coming through because the host had to have so many logistical things lined up. They had to have a project that was in progress for the group to jump in on. And that is a big ask for some of these organizations, which are just super small. The group sometimes felt a certain level of disappointment that, oh, we're just painting, or we're just sweeping. But, I really had a lot of sympathy for those people in those places that they just had a group of 20 people drop on them, and what do you do with them?

This discrepancy between host communities and sending organizations can further result

in friction between host communities and voluntourists. Scholars argue that the very foundation

of voluntourism exists in a commodified environment and serves as a stronghold for the

privileged (Palacios, 2010; Raymond & Hall, 2008; Simpson, 2004; Tomazos & Butler, 2010).

This idea was again evident by participant #24's continued recollection (but supported by many

other riders) when they talked about their takeaways from experience.

There is some small net benefit in the communities that organize as our group passes through, but I don't think it is the impact of the trip itself. I don't think, in the short term, the physical labor provided much of a significant benefit.

We received more help than we were able to provide. The trip was voluntourism. So moving forward, I would think twice about doing something similar to that just because I don't think it was a negative experience for anyone involved. But, I do think that it should come with a little disclaimer or a caveat so that the trip is marketed as a feel-good adventure, but there are a lot of layers to that, that it really pays to think really long and hard about and not take it lightly.

McLennan (2014) worries that voluntourism may actually reinforce stereotypes that

actively [promote] an "us and them" mindset. This concern was echoed by participant #24, who

went on to say that his idea of the trip's intention changed in retrospect.

I think the trip showed me that you couldn't play as big a role in contributing as you'd like in service-learning programs. They're more about bolstering your feelings in your ability to contribute to people's lives that you're only going to be in for a brief period of time before we set out for the next town.

In service-learning, the short and long-term needs of the host community should be the first and most important consideration (Beaman & Davidson, 2020). PEB-SL provides important opportunities for personal and academic growth for students, universities, and communities. However, research has shown that such trips also have the potential to reinforce ideas of power and privilege (Mitchell et al., 2016). This reality is partly because these programs occur in an academic context where short-term experiences are promoted, and long-term programs are abandoned in the wake of university policies, programming constraints, and the reality that students eventually graduate. Participant #15 felt this way, expressing that their two-month trip was a "drop in the bucket" to being able to implement long-lasting change.

I felt a certain amount of disappointment because ultimately, the trip wasn't really long enough, and we weren't in the areas where we were volunteering for enough time to really make a meaningful contribution to the communities. It felt more like tourism, and we were being helped more than we were able to help people.

PEB-SL as white saviorism

Participants #3, 7, and 19 went on to speak of "white saviorism" within their concerns about the trip perpetuating the negative aspects of voluntourism. Specifically, participant #3 said:

I got this text from someone in the middle of the trip asking me how my white savior trip was going. And that just gave me some pause, and it forced me to really think about my place, my purpose, and my intentions alongside my team.

So I had this realization halfway through the trip where I was like, wow, what a privilege it was that I was even able to go on this trip, and it made me grapple with the idea of white saviorism. On the one hand, there's a lot of fear, especially nowadays when people always want to check themselves and to see if they're doing the right thing. Is this white savior complex stuff? Am I leaning way too much into my privilege? And I recognized that on this trip, and I really want to make space for that in my life moving forward.

White saviorism is the idea that a white person, or white culture, rescues persons from marginalized groups - usually individuals from communities that have been racialized as Black and Brown- from "their own" disadvantaged conditions and/or situations. The term comes from Rudyard Kipling's 1899 poem, "The White Man's Burden." In it, Kipling urges the United States to assume colonial control of the Philippine islands during the war with the United States ("Your new-caught, sullen peoples, Half devil, and half child Take up the White Man's burden"). The term "white man's burden" became a euphemism for imperialism in years to come.

The writer, Teju Cole, went on to coin the term "White Savior Industrial Complex" in a 2012 *Atlantic* article. Cole's main premise was that in the context of Western humanitarian aid in underdeveloped nations, white, hegemonic groups seek to do good while also satisfying their own emotional needs. Taken from a string of tweets, Cole posited that:

The fastest-growing industry in the US is the White Savior Industrial Complex. The white savior supports brutal policies in the morning, funds charities in the afternoon, and receives awards in the evening. The banality of evil transmutes into the banality of sentimentality. The world is nothing but a problem to be solved by enthusiasm. This world exists simply to satisfy the needs--including, importantly, the sentimental needs--of white people and Oprah. The White Savior Industrial Complex is not about justice. It is about having a big emotional experience that validates privilege….

PEB-SL as reciprocal learning

Academically, the literature states that for service-learning experiences to be genuine (ie. not fall into the trappings of the aforementioned voluntourism), students must become aware of the breadth of historical, cultural, social, political, and economic contexts within each community in which they travel and the scope of each framework within each local context (Rennick & Desjardins, 2013). In doing so, students are then able to see their own cultures in the new ones they are experiencing and vice versa. Thus, students attain an awareness that implicates their own values, biases, senses of entitlement, and previous training and upbringing in the entire

educational process itself (Cameron et al., 2018). This best-case scenario was described by participant #19, who spoke of their initial hesitation to participate in the trip because of how they understood and negotiated their privilege.

I'm always hesitant about any kind of white savior model kind of thing. I would much rather be someone who comes into a space and really listens and learns how to understand the problem and then is able to make change around that problem through the skillset and the career that I'm specifically pursuing. So I'm thinking about my trip within this big picture. Honestly, I was hesitant about Bike & Build at the very beginning because it sounds like an extended mission trip. I didn't want to do damage by going into communities and just not being affected. So I feel like I've kind of caught on to the whole idea of it's like young people who are just starting in their professions who will make change beyond just this summer.

Identifying and confronting political-economic power dynamics that create these unequal social conditions in the first place is central to a critical service learning pedagogy (Morton, 1995). Participant #18 noticed these power dynamics as they shared a story about sleeping over at a church one night and how the stark imagery of their experience in a community versus that of their regular citizens built a shared sense of empathy, defined as the ability to walk in another's shoes while maintaining sensitivity to their individual circumstances (Wiggins & McTighe, 2005).

What difference does it make between me as a person who's trying to find a place to sleep at night versus someone who is actually in that community and is homeless? And will it still be there when I leave for the next town in the morning? And that definitely made me feel uncomfortable. That is a realization of what this trip is, so with the biking, it was a lot of eye-opening experiences. I never took a shower in a sink before this trip, but we had to do that at some points. And I was, wow, again, a privilege.

For example, we would have to find places to sleep at night - churches or recreation centers and places to eat. We would have to call up chain restaurants and see if they would be willing to donate food to us - stuff that they would already throw away.

And there were a few people that spoke about how uncomfortable it made them feel. You know, we're only staying in these towns for one or two days. And we're calling these restaurants for them to donate. And some of them have gone to go pick up the food, but then outside the restaurants where people who were asking for food scraps and we're taking away from this community that's not even serving them. And then we wake up and

see people who are homeless outside of churches in the morning. It just makes you think, how can I use my resources? There was one instance where someone had an extra sleeping pad and gave it to someone who was knocking on a church's door, asking for a blanket. And so it's kind of created to build this sense of empathy. People are actually seeing this and experiencing it, and it makes them uncomfortable that they're in that situation. And so I think it makes someone want to take action.

Research has shown that empathy, such as that seen through participant #18's story is directly related to both philanthropy (Bekkers, 2006; Bekkers & Wilhelm, 2006; Bennett, 2003) and prosocial behavior more generally (Galinsky & Moskowitz, 2000). Additionally, Wilson (2011) found that students involved in service-learning opportunities were significantly more likely to develop a greater level of empathy than students who did not participate in any service-learning experiences. Wilson's work came to life through participant #13's story about how they connected with a host because of their similar journeys with cancer.

So my mom's name was Mary. She passed away when I was 14. During the trip, we stayed at this one woman's house who is currently fighting cancer. Her name is also Mary, and she was super nice. She has three daughters, and her husband was great too. And we stayed at her house outside of Chicago. And it felt great to be able to talk to her and her kids. She asked me questions about how I was since I had also lost my mom. With Mary - her treatment is more quality of life over quantity of life at this point. So she will eventually die in the next few years. So it was nice to be able to give input, and I guess, assure her that her kids will remember her and that she's doing everything right. I had such a deep sense of empathy for these kids who were my age that I had only just met because I knew exactly what they were going through and how they were going to feel about their mom passing, even if they didn't know it yet. I'd never connected with people quite that way before that experience.

Further research has shown that the learning that comes with empathy is a powerful way to come to understand circumstances in a new light (Levy et al., 2002). Openness to experience means one's receptivity to new ideas and new experiences (McCrae, 1993). This means that the students were more apt to support people experiencing homelessness, not just because they were previously taught it was the right thing to do but because they had the opportunity to see the world from a novel perspective. It is these maturing worldviews seen in real life through

participant reflection that allow students to better understand and tackle the biggest challenges of their time, be it access to affordable housing, food security, or any number of safeguards meant to protect vulnerable populations from hardship.

These findings show that PEB-SL can be such a powerful tool not because participants come out of the experience knowing how to solve the problems they originally set out to face but because it gives them a safe space where they are brave enough to try. This is evidenced by participant #5, who spoke of how the trip really opened their eyes up to the world around them in a literal sense as they biked from community to community each day.

This trip gave me the awareness that consideration for others around me is even stronger. I've always been a very empathetic person, but I think coming out of this trip where our lives literally depended on each other to stay safe heightened that. I'm just so much more intimately connected to the neighborhoods where I live and go to school now because I spent a summer biking through towns and hearing from the perspectives of trying to make a home there. Seeing those areas and who is lacking resources and facing issues of inequality and how it all connects to each other and the disparities between different regions is something that's become of huge interest to me.

Revisiting Rosenberg (2012), in traditional service-learning frameworks, "it is rare that social change, power, and economic structures are mentioned," reinforcing "helping" and service provision instead of social change (p. 26). Advocating for a more critical approach to service-learning, Rosenberg explains that we need to create service learning experiences that extend beyond empathy and "helping others." Important as these are, service-learning must be an avenue of education that enlarges students' critical consciousness and contributes to the transformation of society" (p. 42). Rosenberg's words came to life through the perspective of participant #8, who said:

A lot of what I learned was more about leadership and about how you responsibly engage with communities and how you support these causes. That was a big learning moment because it's one of those things that I knew vaguely. Still, the trip really reinforced the idea that we're not these saviors coming in and automatically changing the affordable housing situation in this area, but we're there to support these local

organizations and mainly learn from them. I really appreciated the opportunity to learn that lesson.

Reciprocal learning in the context of service-learning is conceptualized as a "relationship [that] involves service participants and recipients mutually providing and receiving a service or educational experience" (Grossman et al., 2001, p. 88). In comparison to other experiential learning methods previously discussed in this study's literature review, a defining feature of successful service learning programs is its reliance on a reciprocal relationship between the provider and recipient of service (Kendall, 1990). Within this critical service-learning pedagogy, we must constantly seek to understand the implications of our actions and the responsibilities we have to stakeholders such as community partners, hosts, and beneficiaries. For example, Desjardins and Rennick (2013) stress the importance of including community partners in the decision-making, implementation, and evaluation of service-learning programs. As Nadinne Cruz (1990) suggested, the key to reciprocal learning as a key component of service-learning is the emphasis on learning as opposed to service:

[R]eciprocal learning [when partners-in-learning are not equal in power and resources] may be more possible when it is not tied to a notion of service…[T]he common good might be better served in certain situations if we emphasized learning as the primary goal and 'service'… as not involved at all.

These words ring true for participant #19, who spoke of the trip feeling very "churchy" or mission-oriented in ways they did not initially anticipate. Many people on their trip struggled in circumstances where they were invited to participate in religious activities, but participant #19 understood it as part of the learning process.

There were two times when people at volunteer sites wanted us to pray before having pizza for lunch and didn't tell us beforehand it was going to happen. The woman who was leading one prayer didn't say that's what she wanted us to do but then got mad at us for not praying before we ate because that was an unspoken expectation.

And that really spurred a conversation about the religious aspect of what we were doing because a lot of us weren't religious or weren't huge fans of organized religion coming into the trip. And for me, that was a really big moment just because some people had a hard time justifying having this religious tint to the trip and then also not being religious and not feeling accepted for their beliefs and the space. For me, that was a mindset shift, too, in saying while it wasn't fair that this woman thought we should pray without asking us to pray, we're guests in these spaces.

We were in these spaces with different churches and communities, and we were learning about their culture and their way of doing things. And for me, going along with it was out of respect for being in their space and wanting to learn from them, whatever that meant. Even if I didn't agree with it, that's why I am here. I'm here to learn about people and from people across the country.

Commitment to community service

Since returning, to what extent have these new alumni of PEB-SL continued their participation in community activities? Several studies have also shown that participants leave these CSEs having grown a sense of attachment to the event, specifically and organization, generally (Filo et al., 2011; Filo et al., 2012; Filo et al., 2014). This idea was evident in participant #16's explanation of how they are trying to reorient to life off the bike.

I think [the trip] really solidified that this [affordable housing] is an issue. Affordable housing is something I am passionate about and want to keep engaging with in my life. I'm more inclined to get involved with volunteering. I don't know what that fully looks like yet, but at least volunteering on build sites and stuff that I don't know that I would've been interested in before Bike and Build.

I think a big takeaway from the trip was that volunteering on build sites is really wonderful, but I think a lot of important work that needs to be done is more through policy and advocacy work.

Attachment is defined as the event taking on an emotional, symbolic, and functional meaning for the participant (Funk et al., 2011). "The charitable component of charity sport events leads to both attraction and attachments of that event" (Filo et al., 2013, p. 522). These feelings could explain how nonprofit organizations are able to engage a captive audience in the face of declining rates of individual giving (Giving USA).

Melissa K. Hyde et al. (2016) examined the determinants of CSE volunteers' satisfaction, commitment to the organization, and intended future actions. Their findings suggest that multiple volunteer motivation factors, such as socializing/enjoyment and financial support of the organization, were positively associated with satisfaction and overall commitment to the organization, which led to greater intention to volunteer not only for the CSE in the future but also for other charity events. Hyde et al. (2016) revealed that CSE volunteers are more likely to engage in future volunteering behavior when they are satisfied with their volunteer experience as a result of that behavior in the past. To that idea, participant #3 spoke of how her PEB-SL experience has confirmed her commitment to her graduate schooling and personal endeavors.

This trip affirmed that I'm ready to dedicate my life to public health. Specifically, I think the experiences I've learned through this trip is that living in a house is a public health necessity and I really want to work in the affordable housing field to guarantee just a life that has a roof over its head. That's something I learned because of Bike & Build.

Similarly, participant #17 said that Bike & Build got them involved in affordable housing in a way that they were not otherwise anticipating had they not been on the trip, as they were originally intrigued by the summer experience because it was a safer way to fulfill a long-held desire to bike across the country.

As a result of Bike and Build, I will always have a heart for affordable housing and get more involved in that than I maybe would have otherwise. I don't think I necessarily would've sought out opportunities to help the cause if not for this trip.

This research speaks to why a student might develop a stronger attachment to a cause in both the short and long-term through PEB-SL than through a traditional service-learning experience. This idea was evident by participant #13, who spoke to the idea that this trip was so impactful because it was so long.

You might not learn something in a day-to-day interaction compared to something this long. And so now I feel if the 4K [for Cancer] was a week-long, I definitely think I

wouldn't have the same perspective as I did on a 70-day trip. I think that I'm glad to have had such a long, challenging experience because it adds a new layer of perspective on seeing the world. 4K was awesome because, in the short term, we were able to provide a lot of financial assistance and support to cancer patients, but then it was also an investment in me in how I'm going to grow up and be a person in the world because of this experience.

As students develop this stronger sense of attachment to their service-learning experience, given its EBA component, they may attribute greater meaning behind their contribution to the cause, thus encouraging them to act with greater altruism. These findings were apparent in participant #4's statement on how their experience has inspired further decisions to be involved in fundraising and/or volunteering efforts.

I can do this on my own. I can bike to the soup kitchen and the food pantry and help as many people as I can. and I think that's how I realized that I can, if I put my mind to it and if I really want to, I can help so many people, I don't have to wait for an opportunity to do it in the future. I really needed to connect with the community I was in and wanted to learn more about my neighborhood, so I looked up all these mutual aid groups.

In this sense, giving and volunteering beget other types of civic engagement (Smith, 1994) be it religious attendance, political aptitude, or philanthropy. For example, participant #17 shared a metaphor about how their PEB-SL experience was akin to plucking leaves off a tree. Housing insecurity is a deeply-rooted issue, but every effort counts when it comes to finding meaningful solutions.

You're not just volunteering, but you're focusing on the education around the issue. So if you're talking about homelessness, we're not just helping in a homeless shelter and saying, hey, I did something good. We're talking about what are a lot of the underlying issues that make homelessness a problem. And homelessness is not just its own issue. There are deeper roots that need to be solved for homelessness to disappear. You can't just house somebody. It's a tree. When you house somebody, and you help deal with homelessness for them, that's a leaf that you pull off the tree, but a new one will grow because the system is still in place. So we would do a lot of that, and then we would do a lot of reflections on what did you get out of the service? How did it impact you? And was it what you expected? How has it transformed your view of what a homeless person is, what homelessness looks or what solutions should be? I think because every little bit

counts toward addressing homelessness. If you help one homeless person, again, as I said at the beginning, you're just plucking a leaf.

Quite similarly, participant #17 retold Loren Eiseley's famous starfish story in how it relates to

their PEB-SL experience.

So if we're talking about solving the issue as a whole, you want to think deeper, and that would be really cool to get involved in a way that I felt I'm getting deeper but to help one person leave homelessness, that matters to that one person. It's that, that starfish story where there's hundreds of starfish on the beach, and this kid's throwing them back in the ocean.

And a guy walks by and says you'll never throw them all back in the ocean. What's the point? And the kid responds, well, it matters to this one. And you know, each one you throw back into the ocean, it matters to them. And so it is that balance of each individual person we help, you're not solving the affordable housing crisis necessarily, but it matters to that one person because you're helping them with their crisis. And I think volunteering helps bring this to the fact that we need this systemic issue that we need more help with. Volunteering, helping individuals, helps raise awareness, which helps mobilize the cause and make those bigger changes that need to happen.

And so I think I would, I'm more inclined to get involved with volunteering. I don't know what that fully looks like yet, but at least volunteering on build sites and stuff that I don't know that I would've been interested in before Bike and Build.

The trip really opened my eyes up to a world I wouldn't have otherwise known. Much of what was impactful was the learning part and wanting to learn because we learned more about how complex the issue is. And so I feel I can see that even more in my community than I could before because I did this trip. My understanding of the complexity of the issue has deepened. And so I feel no matter what I end up doing for a career, I'm going to have that lens.

Participant #19, who was originally hesitant about so many of the unexpected religious aspects

of their trip, per the above story, has actually begun to seek out churches since being home.

Since I've gotten back, it's been very much just settling back into my life, getting my grip on school and work and everything again. But when I was on the trip, I really just wanted to be more part of my community in ways that would help me connect with different types of people and just see the community at large. So I really changed my perspective on churches and religious organizations. I would love to join a Unitarian church because they're a great mix of old people, young people, and families with kids. Having those simple opportunities to relate to many different people is really cool. And I hang out with a lot of people who have similar viewpoints, and they're around my same age. So being a

part of the broader community through a church will hopefully continue to expand my worldview.

Overall, it seems apparent that PEB-SL affirmed the importance of community engagement in a way that will continue to impact future decision-making around career paths, education, and volunteer commitments. These trips were not meant to solve weighty issues, as evidenced by participant #15 speaking to the reality of their experience.

I also understand that in the grand scheme of things, what we did this summer is a drop in a bucket, and we didn't solve anything. I think it's a really great thing. I think the main benefit of what happened this summer was the sharing of information amongst our team. Because now, we have twenty-one activists who before maybe knew something, and now we have a collective knowledge that's so much greater than what we had in May. And also what information stays with the individuals that we were able to touch and speak with along the way. I think that's the biggest help that we've granted.

Compared to what participant #15 said during their pre-trip interview, their sentiment is remarkably similar.

I do think [the trip] is going to do a lot of good, and I hope a legacy could be an increased awareness of affordable housing. I hope that I can be an advocate for that just through efforts in talking about it to people and on social media.

The work participants did as individuals and in teams had short-term significance. That is not to say that the trips did not bring a certain level of value; indeed, they did. PEB-SL experiences seem beneficial mainly in expanding awareness of what actually needs to go into creating systemic change. Participant #17 summed it up best when they spoke about how their trip shifted their perspective, not because they solved housing insecurity but because they now know how to approach the issue.

So if we're talking about solving the issue as a whole, you want to think deeper, and that would be really cool to get involved in a way that I felt I'm getting deeper but to help one person leave homelessness, that matters to that one person. And so it is that balance of each individual person we help. You're not solving the affordable housing crisis necessarily, but it matters to that one person because you're helping them with their crisis. And I think volunteering helps bring this to the fact that we need this systemic

issue that we need more help with. Volunteering, helping individuals, helps raise awareness, which helps mobilize the cause and make those bigger changes that need to happen.

If PEB-SL trips are not exclusively about the physical act (in this case, biking) and they are not about solution-oriented problem-solving to some of the world's most confounding challenges, what are they about? For many participants, understanding that "why" is still a question they are grappling with in the aftermath. As shared by participant #16:

I keep asking myself, 'How am I going to continue this work now that I'm home?' and 'How does this translate into the rest of my life?' I really didn't know the answers to those questions yet. Bike and Build's mission is to create these leaders who then can transfer this knowledge into their communities and become ambassadors of it. I don't see myself working in affordable housing necessarily, but I think to have a whole team, a whole community of people who are in a similar boat of this idea of not knowing exactly what I will do with the rest of my life, but it is still something that is important to me and that I can get involved in.

In conclusion of this round of findings, participant #17 summed it up well:

So it's not that I'm this brilliantly different person for having done this biking trip. And I can imagine who I was before biking across the country. I just learned a few things that make me better. Just a little bit stronger, a little bit more resilient, a little bit more inclined to say yes.

I did a lot of introspection on the bike and just thought of where I see myself in more of the world rather than just the surroundings of my everyday life. If you're just one person on two wheels going across a bunch of states, you're just out there, so I really started to think of myself in more of a larger setting as one human being; where do I fit? What kind of person am I, and what do I have to be thankful for? And it really made me feel super thankful. I've never felt more thankful for my family and friends and everything that I have that supports me in my normal life. Having that distance was amazing because I just thought, oh my gosh, I have so much to be thankful for waking up every day. So really, I think it just challenged me to think of myself in a broader sense and realize that I am still just one person. but I can be a part of really great things and make at least a little bit of a dent in issues that impact a lot of people.

This idea was also evident in participant #4's perspective, who spoke of how their cross-country ride in support of food security reflected as affected the way they live life post-graduation.

I think that every time I've volunteered somewhere locally or done an internship, I've gone in with a lot more confidence, kind of just feeling more comfortable approaching difficult topics and things like food insecurity and other issues and stuff that I think The Dream Project kind of made me more sensitive to people's realities and a lot more open-minded about how people experience issues. I mean, also considering just where we are as far as the stages of our life, I think that's very important for setting the stage for future interests or future service work. It's shown me how many ways there are to get involved in whatever sort of social action work that you want to do.

Maybe herein lies the real potency of PEB-SL - these trips make their participants stop and think - think about a complex issue greater than themselves, how they can be a better advocate for their community, and how they can take that knowledge with them as they continue to shape who they are and how they want to interact with the world around them in ways that are reinforced by physical activity. In the words of participant #5, "I've never felt like another service-learning experience was as rewarding." These trips create ambassadors for their causes who understand the value of having a great attachment to philanthropy and volunteerism as prosocial behaviors as they continue to shape and be shaped by the world around them. As a time when young adults are determining who they want to be and how they want to move through life, PEB-SL fosters a commitment to doing good along the way, be it on a bike or off it.

As such, for the riders, the trips were not overtly helpful in bringing about long-term change in the issues of affordable housing, food security, or cancer research, as evidenced by the fact that only two riders touched on how much money they had to fundraise to participate on these trips. Instead, the trips were helpful in creating long-term advocates of those causes specifically and prosocial behavior generally who plan to go out into the world with a new sense of purpose and commitment to doing good. Thus, what participants take away from these experiences is not a sense of accomplishment for what they originally set out to achieve but a sense of urgency to do more to do better for the people and places around them.

Third Round of Findings

Introduction

The previous round of findings was important for asserting that PEB-SL is so effective as opportunities for personal growth. The overwhelming physically and emotionally taxing strength that is needed to bike across the country for charity shapes participants into ambassadors for their causes who understand the value of having a great affinity toward philanthropy and volunteerism as prosocial behaviors as they continue to shape and be shaped by the world around them. As a time when young adults are determining who they want to be and how they want to move through life, PEB-SL fosters a commitment to doing good along the way, be it on a bike or off it.

Now that the dust has settled, the tan lines have faded, and the participants have fully returned to their lives off of two wheels, what has ultimately stayed with them about their summer journey? More so, are participants' prosocial identities enhanced when service learning is combined with endurance-based activities? In asking those questions six months later, these findings seem to hold entirely true as this round of interviews emphasizes the aforementioned points.

This last section of findings focuses on the impact of understanding "what's left" when participants return to their lives after a PEB-SL. Based on these findings, "what's left" is a prosocial identity compounded with increased self-esteem and a change of perspective.

Participants

For this round of interviews, data were collected from 12 respondents, with a 41 percent retention rate from the first round of interviews. This third round of interviews took place in January of 2023, about six months after participants came back from their respective trips and thirteen - fourteen months since the first round of interviews. A summary profile of the respondents from this round of interviews revealed that nine identified as female and three identified as male. The average age was approximately 23 years old, with a range from 21-25 (many interviewees had to defer their original trip because of Covid-19 pandemic). Of all the participants, approximately 92 percent were first-time participants in their respective programs (see: Table 6).

Table 6. Demographic Data - Round Three of Interviews

Gender Identity	Frequency	Percentage
Female	9	75.00%
Male	3	25.00%

Graduation Year	Fequency	Percentage
2020	4	33.33%
2021	2	16.67%
2022	3	25.00%
2023	3	25.00%

Age	Frequency	Percentage
20-21	3	25.00%
22-23	4	33.33%
24-25	5	41.67%

First-Time Riders	Frequency	Percentage
Yes	11	91.67%
No	1	8.33%

Findings

The hero's journey

Participant #13 shared a story that so perfectly summarizes the sentiment of the participants in this last stage of interviews. The hero's journey is a common literary template in which a character goes on an adventure of great magnitude, is triumphant in a decisive crisis against a foe (literal or figurative), and comes home changed or transformed.

One thing I never understood as a reader is that once the hero accomplishes their journey to slay the dragon and returns home, they come home changed and don't fit in.

And I never really got that until, all of a sudden, I did something. I slayed my dragon, and now I returned home to being amongst mere mortals, and so this idea of how do you take this really crazy, bizarre, confusing, hard-to-explain experience that you had kind of in a bubble with very few other people who are also in their own world, kind of processing the same thing and figure out what to do with it now and make it so that it is something that you can translate, right? You briefly left your world, and you dropped into this entirely alternate universe and did this really incredible thing. How does that relate to going back and being a person and kind of evolving in the world? But that's exactly what I'm trying to figure out.

We last left our heroes fresh off their epic journeys with the muscles to show for it. Now, six months later, we find them immersed back into their school work and careers. The findings from this round of interviews were consistent from conversation to conversation or from hero to hero. The bike trip itself and all that it entailed (the fundraising before the trip, any curriculum learning requirements, training, and general preparation) were finite in their potency. As participant #13 shared:

So what's left? The money we raised is finite. The organizations are going to use up the fundraising money. The volunteer hours are transformative up until the moment you finish volunteering. But it's really those intangibles about you that are now a person who is an ambassador for this new way of thinking about the world and how you relate to it.

What has come to light in these conversations is that these trips were not so much about the money raised or the hours volunteered but this transformative sense of self and the idea that you are now going to continue to go through life with a newfound understanding of what your level of responsibility is to do better by yourself and others around you. That, by far, seems to be the most important thing anyone can take out of these experiences. As such, this section of findings will look at "what's left" after PEB-SL experiences to determine if participants' prosocial identities are enhanced when service learning is combined with endurance-based activities.

Research has shown that interventions can be efficacious in promoting prosocial behavior and related outcomes such as empathy and prosocial identity (Baumstieger, 2019). In so many

ways, biking across the country for charity is not at all about biking across the country for charity. Instead, the experience provides participants with a once-in-a-lifetime opportunity to better understand themselves and their place in the world around them as they go on to be changemakers in their own communities once they return home. For a select few, that may mean directly pursuing a livelihood that allows them to further support their cause as they have grown an attachment for any number of personal reasons. For many more, it means more broadly taking the lessons learned from that one summer and weaving them into their personal and professional lives. This finding is supported by research showing that as individuals enter their teen and early adult years, they develop the capacity to think abstractly. As those individuals reflect more deeply on issues such as values and meaningful goals, they are more likely to empathize with more distant others and rigorously consider their moral principles (Steinberg, 2005).

If that is the case, PEB-SL has accomplished exactly what this study initially proposed it should, which is to make volunteering and philanthropy accessible, teachable concepts for each of those young adults at a juncture in their lives where they are trying to figure out whom they want to become and how they want to contribute to the world around them (Brandenberger and Bowman, 2015). The findings of this study are supported by research showing that young adulthood is a time when people are especially open to and receptive to considering new ideas and behaviors, namely those related to helping others (Baumsteiger, 2019). As such, this age group is an ideal target population for promoting prosocial behavior. The more we can establish the rise of a more civically engaged generation through activities such as PEB-SL, the more we can promote the development of deeper ties to one's community and continue to prioritize giving back over the course of a lifetime.

Developing a prosocial identity

Prosocial behavior is closely tied to identity development, or the process of exploring and committing to a set of values, beliefs, roles, and behaviors that characterize a person (Erikson, 1968). Identity development is crucial to developing an aptitude toward prosocial because people who view prosocial values and behaviors as central to their identities are more likely than others to behave prosocially in a variety of circumstances (Aquino & Reed, 2002). Identity development tends to emerge around middle to late adolescence (around ages 16–20) and continue to ages 25-30, depending on the individual and their contexts (Arnett, 2004). During this time, people tend to be especially open to trying out new behaviors, such as biking across the country for charity and incorporating new content into their identities. Young adults tend to be more likely than people of other ages (mostly older) to integrate prosocial qualities into their identities, which predicts long-term patterns of prosocial behavior (Blasi, 2004). As such, prosocial identities established during adolescence and young adulthood tend to endure (e.g., Arnett, 2004; Hart et al., 2007).

We can measure prosocial identity by looking at the factors that are characteristics of prosocial behavior: awareness of when others are in need (Eisenberg et al., 2002), empathy for another person's needs (Davis, 2015; Hoffman, 2000), sensing social responsibility to feel a personal duty to care for others (De Cremer & Van Lange, 2001), and finally, acting on these feelings with discrete acts of prosocial behavior (Shiffrin & Schneider, 1977).

Empathetic toward others

Regarding empathy, participant #27 spoke about how spending so much time on their bike last summer fostered her understanding of empathy.

I think these trips create more empathy because, as a rider, you are vulnerable and therefore reliant on the people around you who are keeping you safe, giving you a place to sleep at night and making sure you get fed. In that sense, it feels like these trips give more than they take, at least in the short term. As I sit back and process this, I start to understand now that my duty is to give back to others because I was given too much to finish the ride.

Participant #3 spoke of awareness of others and empathy.

Bike and Build created this awareness about the world around me I honestly didn't really have before this trip. Coming out of this experience and reflecting on it a few months later, I feel the importance of awareness and consideration for the other people around me is even stronger. I've always been a very empathetic person, but I think coming out of this trip where our lives literally depended on each other to stay safe is a team effort. So I know the importance of being a better team player.

Participant #2 also compared their experience of biking into new neighborhoods each day with being more open and empathetic to the world around them. Like participant #7, participant #3 and participant #2 used biking as a conduit for these bigger life lessons. Participant #2 said:

When I talk to people who did Bike and Build, they just care about and have more empathy for different communities. They're so many stigmas associated with every single community. It's just all these different things that separate us in regular life because you live in a bubble, and so having more and more people exposed to all the different parts of the US just makes for more aware and engaged people.

The way participants spoke of biking as teaching these larger life lessons shows that it is difficult, if not impossible, to attribute the measured impacts to any singular component of the program - the biking, fundraising, or volunteering - in attempting to understand what the role of each individual factor is in the overall experience of the trip on prosocial identity. They must be examined in their totality. So even if the biking part may seem like the more incidental aspect of a PEB-SL experience, it is really the glue holding everything together.

Sense of responsibility

Several studies have also shown that participants leave these CSE having grown a sense

of attachment to the event, specifically and organization, generally (Filo et al., 2011; Filo et al.,

2012; Filo et al., 2014). Attachment is defined as the event taking on an emotional, symbolic,

and functional meaning for the participant (Funk et al., 2011). "The charitable component of

charity sport events leads to both attraction and attachments of that event" (Filo et al., 2013, p.

522). This research speaks to why a student might develop a stronger attachment to a cause and,

thus, a long-term sense of responsibility to aid that cause, in both the short and long-term,

through PEB-SL than a traditional service-learning experience. This idea was apparent in

participant #21's statements on if their experience has inspired further decisions to be involved in

fundraising and/or volunteering efforts since being home and going back to college as they

reflected on their life as a senior in college. They have developed a heightened sense of

responsibility and more confidence to go into experiences and be advocates of change.

Considering just where we are as far as the stages of our life, I think the trip was very important for setting the stage for future interests or future service work. It's shown how many ways there are to get involved in whatever sort of social action work that you want to do.

I think that every time I've volunteered somewhere locally or applied for a program at school, like an internship, I've gone in with a lot more confidence. I feel more comfortable approaching difficult topics and things like food insecurity and other issues and stuff like that. I think The Dream Project kind of made me more sensitive to people's realities and a lot more open-minded about how people experience issues.

As students develop this stronger sense of attachment to their service-learning experience, given

its EBA component, they may attribute greater meaning to their contribution to the cause, thus

encouraging them to act with a heightened sense of responsibility in the future.

Discrete acts of prosocial behavior

Discrete acts of prosocial behavior were apparent by participant #28, who spoke of volunteering with a nonprofit organization focused on food insecurity, similar to that of their bike ride charity recipient with The Dream Project.

I started regularly working with a global food nonprofit called Why Hunger. They support smaller grassroots initiatives and help people connect with local food banks, and just support food security in their own communities.

So it was cool for me to have The Dream Project experience where I was really volunteering on the ground and seeing what that was for people and then doing a different kind of non-profit experience. The entire time, I felt like I was going in with all the knowledge I needed about what it's for people to actually face food insecurity and what that means. The trip definitely helped me with that.

Participant #26 was more the exception as findings from these interviews show that participants who expressed interest in continuing any sort of volunteerism or philanthropy were broadly tied to the idea of such efforts, as opposed to specifically focusing on the cause they originally supported on their bike ride, as was participant #12. For example, riders who completed the 4k For Cancer bike ride in support of the Ulman Fund expressed interest in continuing volunteer work generally, as opposed to specifically or exclusively helping with cancer-related causes. Giving and volunteering beget other types of civic engagement (Smith, 1994), be it religious attendance, political aptitude, or philanthropy. Participant #16 said this about their current efforts to volunteer in their community since moving to a new town to work on a cooperative farm, which was a sentiment shared by many:

I can do this [volunteering] on my own. I can bike to the soup kitchen and to the food pantry and help as many people as I can. and I think that's how I realized that I can if I put my mind to it, and if I really want to, I can help so many people. I don't have to wait for an opportunity to do it in the future. I really needed to connect with the community I was in and wanted to learn more about my neighborhood, so I looked up all these mutual aid groups.

Participant #5 spoke of how their experience has reinvigorated their sense of community service.

I think it [getting back into volunteering] does have something to do with the trip, and I just never thought about it that way until now. I do remember I talked about this with the team a lot about wanting to get back out into the world and wanting to put myself out there in new ways to meet new people and get re-involved in service. I don't think I ever thought about it like that specifically, but that definitely was something that I was oh, I've missed this in my life. I just haven't been able to make it a priority. I do want to get back to giving my time to others. So, yeah, I guess the trip made an impact that I didn't even realize before we spoke.

Hyde et al. revealed that CSE volunteers are more likely to engage in future volunteering behavior when they are satisfied with their volunteer experience as a result of that behavior in the past. If that is the case, what happens when a participant is unsatisfied with the volunteer experience? As participant #16 iterated from their last interview:

What lingers with me the most about this trip is, unfortunately, less about what we were fundraising and raising awareness of affordable housing and more so the connections I made with the people. I feel I've made really meaningful and long-lasting friendships and just saw a lot of the country in a really cool way. I have this really wonderful love for my bicycle and physically that bike that I took across the country. I wished that the affordable housing part would feel a bigger impact. I think when I first signed up for Bike and Build, I felt really invigorated by wanting to work towards the affordable housing cause and felt I was making a difference. People always say this experience is about service, but it always feels like what you're getting from it is even more so than what you're supposedly giving. The team struggled to feel like we were making a difference, especially on build days where they had to make up work for us to do.

This response (and those like it) contradict previous research showing that agency to know that one's actions will make a difference is a key characteristic that contributes to habitual prosocial behavior (Baumsteiger, 2019; Caprara & Steca, 2005; Penner et al., 1995). This sense of agency is critical in motivating and reinforcing prosocial behavior. When people believe they can make a difference, they are more likely to take action (Caprara & Steca, 2005; Penner et al., 1995).

Self-esteem and a change of perspective

Finally, a general shift in confidence was prevalent across all interviews. Research has shown a positive correlation between prosocial behavior and self-confidence (Arora & Rastogi, 2018; Klien, 2016). Self-esteem is one's feeling of self-worth, positive or negative. Self-esteem determines how one evaluates themselves. Thus, prosocial behavior stands as an important aspect in the lives of young adults as it helps them to stay linked with the world and maintain their self-esteem. People with high self-esteem are confident about themselves and their ability to help those around them. Participant #16 finished up our interview series, expressing being a trip leader for Bike and Build pushed them to be a leader in a way that they would never have otherwise felt comfortable with before the trip.

I learned that I was a good leader which is not something I usually thrive at, and [the trip] made me feel more confident about pursuing my dreams which sounds very cliche, but I guess taking more chances.

Participant #13 talked a lot about how they feel more confident being someone who can jump into unknown situations and positively contribute to those spaces in a way they would never have even thought about before the trip.

I'm a lot more comfortable just going with it and working on my feet. I feel in the past, I was more anxious in uncertain chaos. Whereas now, I feel I'm more confident in my abilities to navigate that kind of thing world where there's a lot of uncertainty. This trip gave me so much confidence to go out and do things for myself and my community.

They went on to iterate a pervasive theme from the previous chapter about how the trip built their resilience as they were pushed to do things that were physically and mentally challenging. Research has resilience positively to one's self-esteem (Benetti & Kambouropoulos, 2006; Liu et al., 2014), which we know is connected to a heightened prosocial identity.

[The trip] was just a really hard thing to do, and so I feel once you've accomplished one hard thing, it makes you feel so much more confident that every other hard thing seems

possible. I feel having that new perspective is a big deal. The idea about it's all relative. And when you have that memory bank to draw on, you're able to bolster your understanding of what you're able to accomplish physically, mentally, and emotionally. Just the more you go through life and experience things, whether it's biking across the country for charity or experiencing a global health pandemic or whatever it may be, you take those experiences and put them in your toolbox. Then when you have similar experiences that come up again in your life, you're able to draw from that toolbox and be, oh, have what I need to be able to get through this.

As usual, one quote sums up an entire chapter of findings. Participant #5 said this about how they reflect on their entire summer in retrospect. In doing so, they encapsulated just how young adults' prosocial identities can be and have been enhanced when service-learning is combined with endurance-based activities. In sharing these thoughts, participant #5 touched on the ideas of developing a prosocial identity through adversity that gave more confidence coupled with a heightened awareness of the need of others, a sense of empathy for those less fortunate than them, and the urge to go out and do something about it.

This crazy adventure really set the tone for my life now because it instilled this sense of grit through moments that really tested and, subsequently, built character. We tackled these really crazy hard challenges and, in doing so, learned the importance of taking risks and stretching outside your comfort zone. In doing so, you can be a better person for yourself and the people around you. I can channel those momentary feelings of discomfort from my bike trip and apply them to my day-to-day life to help others in need.

Chapter Seven - Conclusion

In short, PEB-SL builds character. In determining these findings (see: Table 7 for a complete list of findings), one sees the real value of PEB-SL. These trips are vital for instilling and building prosocial identities; not because their participants know how to solve the weighty issues plaguing all corners of the globe, but because they are brave enough to try. And even when they learn that their trips may be more limited in their capacity to enact long-lasting change in the short term, they realize what they really signed up for was a lifetime of understanding their own power in helping those around them in big ways and small, no bike required.

This chapter provides a summary of the overall findings of this study on PEB according to the three research questions, which focus on (1) what motivates young adults to take part in PEB-SL (as determined by the first round of findings); (2) how does PEB-SL impact young adults, what do they take away from their program experience both in the short- and long-term, and to what extent do alumni continue their participation in community activities (as determined by the second round of findings); and (3) ultimately, are young adults' prosocial identities enhanced when service-learning is combined with endurance-based activities (as determined by the third round of findings).

This chapter also includes a summary, implications for practice, recommendations for further study, and a conclusion. The purpose of this study was to gain insight into whether prosocial behaviors might be enhanced when service-learning is combined with EBA - particularly among young adults as college students. The findings outlined in Chapter Four lead to several important conclusions on these connections between physical activity by way of biking and prosocial behavior.

Table 7. Summary of Findings

First Round of Findings
Meeting new people and building a sense of community
Values (helping others)
Expanding awareness
Preparing for future careers and schooling
Self-satisfaction
Physical activity

Second Round of Findings
Riding to find your why
Why biking matters
Biking for resilience
Negative implications of biking
    PEB-SL as voluntourism
    PEB-SL as white saviorism
    PEB-SL as reciprocal learning
Commitment to community service

Third Round of Findings
The hero's journey
Developing a prosocial identity
    Empathetic toward others
    Sense of responsibility
    Discrete acts of prosocial behavior
Self-esteem and a change of perspective

Summary

      The purpose of this study was to gain a deeper understanding of the meaning that young adults made of their PEB-SL experiences and how these experiences contribute to student learning and self-awareness. The following summary of the findings clarifies the

connections young adults made between academic achievement, self-awareness, life experiences, and service-learning.

First Round of Findings

The first round of findings sought to understand what motivates young adults to participate in PEB-SL experiences, per my first research question. For those interviews, I focused on understanding what motivates young adults to participate in PEB-SL. In finding that answer, 29 participants were first interviewed in March of 2022 to discern if they had prior experience with or predilections toward community engagement and/or physical fitness. Even with their differences, many similarities emerged with regard to the meaning that these interviewees made of their PEB-SL experiences prior to the start of the trip.

Based on those interviews and grounded in the literature review on service-learning, volunteer motivation, charity sport event (CSE), and sport-for-development (SFDT), I identified six dimensions of motivation for participating in PEB-S that arose as themes throughout this round of findings.

1. Meeting new people and building a community

Findings showed that the idea of relationship-forming and community-building were consistent among interviews. Participants expressed similar sentiments about how excited they were to develop relationships amongst their soon-to-be teammates throughout their journey as they saw them as like-minded individuals. Similarly, other respondents highlighted an earnest desire to build community amongst the places participants would be biking through and the people they would be meeting along the

way. Generally, participants anticipated meeting new people in each community they biked through and volunteered in along the route. Visiting different places, meeting new people, and learning about new communities would be the most affirming aspect of the trip.

A heightened need for belonging, connection, and togetherness was the undercurrent of many conversations, almost assuredly due to the Covid-19 pandemic (Bowe et al., 2021; Okabe-Miyamoto & Lyubomirsky, 2021). A sense of belonging to a university or college class has been linked to academic motivation and success (Marler et al., 2021). The Covid-19 pandemic has fundamentally re-contextualized the relationships between people and their own sense of loneliness (Cairns et al., 2020) as it increased rates of depression, especially among college students (Hager et al., 2022). Loneliness has been suspected as a prominent factor in depression and exacerbated by social distancing guidelines (Hager et al., 2022). It makes sense that participants are most excited for an opportunity for meaningful in-person connections and relationship-building after years of virtual schooling and remote work.

2. Values (helping others)

The next theme relating to motivation was values (helping others). As participants reported they were becoming more aware of the world around them, they began to recognize the role they could play in helping others. In this case, it meant helping others by biking for charity. Many shared similar sentiments that their motivation is rooted in the idea that their PEB-SL trip gives them a chance to help an organization and work towards a good cause. While many previous scholars (e.g., Levy et al., 2002;

Moskowitz, 2000; Wilson, 2011) have heralded service-learning for this ability to promote empathy. Rosenberger (2014) pushed them to think beyond those contrived limits and expect more by "enlarg[ing] students' critical consciousness and contribut[ions] to the transformation of society" (p. 42). Service-learning programs should emphasize the learning part of the opportunity as a way to navigate potential challenges relating to these power dynamics and miscommunicated intentions. Instead, the student can walk away from experience with a better understanding of how they can work to be an effective change agent within their community through future decision-making. Rosenberger's point and the credit of most of those interviewed mentioned listening, learning, and understanding was often touched on in our conversations.

3. Expanding awareness

The third theme was identified as expanding awareness. The expanding awareness property is defined as being motivated to gain knowledge of other diverse people and cultures (Chapman & Morley, 2008; Clary et al., 1998; Fitch, 1987; Peachey et al., 2014). Many participants (62 percent of those interviewed) spoke of this motivation in the hope of gaining knowledge of other diverse people and cultures. They mentioned listening, learning, and understanding as priorities for their respective trips.

4. Preparing for future careers and schooling

This property is defined as the idea that participants hoped to gain skills they could bring back to their jobs and lives, in or out of school (Clary et al., 1998; Gillespie

& King, 1985; Peachey et al., 2014). Participants wished to gain knowledge of other diverse people and cultures (expanding awareness) but then also hoped to transfer this knowledge to enhance their professional development (preparation for future careers and schooling). Thus, the fourth dimension of motivation was identified as preparing for future careers and schooling as preparation for future careers and schooling is interwoven with the idea of expanding awareness (Peachey et al., 2014).

5. Self-satisfaction

Self-satisfaction was the fifth theme of motivation. Participants spoke of the good feeling about themselves that comes from helping others. Many mentioned how they knowingly pushed themselves out of their comfort zone and the satisfaction of that feeling.

6. Physical activity

The sixth theme of motivation was physical activity. These findings made clear that the opportunity to participate in a CSE in itself should be considered one of the main motivators of participation. These participants said that the chance to bike across the country initially motivated their decision to take part in their respective programs, as opposed to the opportunity to give back in any way to the community.

One factor found to be unique to sports volunteer motivation versus other volunteer opportunities is one's "love of sport" (Bang & Ross, 2009). These responses support research that shows that CSE serves the dual purpose of being both a fundraiser and sport activity provider as they serve a useful approach to fundraising through

meaningful activities (Hendricks & Peelen, 2012). These responses showed that tying

charity to sport allows both platforms to benefit from a larger audience. People are

introduced to one through the other as such events draw in both activity and charity

enthusiasts (Filo et al., 2014).

In conclusion, for the first round of interviews, participant #7 summarized all six

motivations in just a few sentences:

Only a handful of people have ever ridden their bikes across the country, and being one of those people and having that community of knowing so many other people who have done that is incredible. It's even more incredible knowing that that community is also passionate about wanting to make a difference in something that you're also passionate about. It's all just so motivating that I want to do good but also do something that will better myself.

Second Round of Findings

The second round of interviews took place in August and September of 2022.

Fourteen participants were interviewed as soon as they got back from their respective

trips so they could quickly process how they felt about their experience. Everyone

interviewed had a significant life experience where they briefly left their daily existence

to drop into another way of living. Now that they are back in the "real world," how do

they negotiate who they were before, who they have become, and the life they are living

after the trip? This round of interviews, conducted within one month of participants

returning from their respective trips, answered those questions.

This section of findings focused on the impact of understanding (1) how PEB-SL

impacts young adults (2) what they take away from their program experience both in the

short- and long-term, and (3) to what extent alumni continue their participation in

community activities per my second research question. I also revisited why the idea of

biking still matters for these trips to be what they are and what potential negative

repercussions exist in the context of PEB-SL - both of which were consistent themes during this round of interviews.

Riding to find your why

This round of findings showed that PEB-SL trips are not exclusively about the physical act (in this case, biking), and they are not about solution-oriented problem-solving to some of the world's most confounding challenges. Instead, for many participants, understanding that "why" is still a question they were grappling with following their ride. Hence, the first major theme of these findings was determining why participants think they rode. Not a single participant talked about how their trip provided benefit to surrounding communities without framing it within the context of how the trip shaped their perspective of those communities and how they now plan to be community advocates and change-makers because of it.

It is all about the bike

Granted, every participant said that the bike riding aspect of their experience - as hard as it was - enhanced every other aspect of their experience. More so, it reinforced the trip's purpose - even when the purpose had shaped up to be something larger than riding. As previously explored, individuals are more likely to develop prosocial behaviors when their actions require increased effort and pain (the martyrdom effect) because they perceive their suffering as a process of contributing to a cause they believe in (Thompson & Bunderson, 2003) but only if they perceive this pain and effort to be meaningful (Olivola & Shafir, 2013). With this in mind, it is easy to see how the required pain and

effort of PEB-SL experiences facilitate transformation in two ways. First, such trips push

the participants beyond their comfort levels (Magrizos et al., 2020). This push out of

one's normal comfort zones forces participants to reflect on how they view themselves

and the world around them (Mulder et al., 2015). Painful and/or effortful practices make

a contribution more meaningful to people, which is cyclical in increasing one's

willingness to contribute (Olivola & Shafir, 2013).

Until it is not at all about the bike

It was also important to examine what happens when a bike ride across the

country for charity becomes too much about biking, which was another major theme of

this round of findings. Biking across the country is a life project of sorts that requires

much heart from its participants (Vliet & Inglés, 2021) and garners significant admiration

from its supporters (Huertas, 2013). There were also many participants who spoke of the

pitfalls of taking the biking part of the trip too seriously to the point where biking took

away from the fundraising and volunteering efforts. These participants were likely

bolstered by the idea that as a society we admire and even value people who stretch

beyond their comfort zone (Laurendeau, 2006). Risk behaviors are positively reinforced

by social admiration and are inspired by extreme practices (Huertas, 2013).

Resilience

The theme of resilience came up in 85 percent of interviews. Research has shown

that athletes who participate in sports at a high level for an extended period of time, such

as biking thousands of miles across the country over the period of one to two months, will likely experience a number of stressors, adversities, and failures (Mellalieu et al., 2009; Poczwardowski & Conroy, 2002; Tamminen et al., 2013). An ability to respond positively to setbacks, obstacles, and failures is essential for any successful athlete (Galli & Gonzalez, 2012). Sport is a particularly unique venue from which to examine resilience because, in addition to unexpected adversities such as serious injuries, participants often knowingly and willingly subject themselves to high-stakes and stressful situations where they cannot always control their environments or the results of the competition (Galli & Gonzalez, 2012). Resilience as a takeaway of PEB-SL experiences matters because Moore et al. (2020) showed that physical activity is positively and significantly correlated with prosocial behavior. Young et al. (2018) found that adolescents who engaged in regular physical activity saw an increase in resilience level and coping capacity.

PEB-SL as voluntourism and white saviorism

PEB-SL is not all about photo-ops and feel-good moments. In fact, many participants expressed disdain for the trip as creating more work for hosts and recipient organizations than it helped. They thought their trips perpetuated more problems than they solved, reinforcing commonly held critics of voluntourism as a means of white saviorism. This discrepancy between host communities and sending organizations can further result in friction between host communities and voluntourists. Scholars argue that the very foundation of voluntourism exists in a commodified environment and serves as a stronghold for the privileged (Palacios, 2010; Raymond & Hall, 2008; Simpson, 2004;

Tomazos & Butler, 2010). PEB-SL provides important opportunities for personal and academic growth for young adults, universities, and communities. However, research has shown that such trips also have the potential to reinforce ideas of power and privilege (Mitchell et al., 2016). This reality is partly because these programs occur in an academic context where short-term experiences are promoted, and long-term programs are abandoned in the wake of university policies, programming constraints, and the reality that students eventually graduate.

Fortunately, many participants spoke of situations involving uneven power dynamics in a way that built a shared sense of empathy. Research has shown that empathy is directly related to both philanthropy (Bekkers, 2006; Bekkers & Wilhelm, 2006; Bennett, 2003) and prosocial behavior more generally (Galinsky & Moskowitz, 2000). These findings show that PEB-SL can be such a powerful tool not because participants come out of the experience knowing how to solve the problems they originally set out to face but because it gives them a safe space where they are brave enough to try.

Long-term implications

Since returning, to what extent have these new alumni of PEB-SL continued their participation in community activities? Participants who left their trip have grown a sense of attachment to the ride, specifically and organization, generally (Filo et al., 2011; Filo et al., 2012; Filo et al., 2014). As participants developed this stronger sense of attachment to their service-learning experience, given its EBA component, they attributed greater meaning behind their contribution to the cause, thus encouraging them to act with greater

altruism. In this sense, giving and volunteering beget other types of civic engagement (Smith, 1994), be it religious attendance, political aptitude, or philanthropy. Overall, it seems apparent that PEB-SL affirmed the importance of community engagement in a way that will continue to impact future decision-making around career paths, education, and volunteer commitments.

If PEB-SL trips are not exclusively about the physical act (in this case, biking) and they are not about solution-oriented problem-solving to some of the world's most confounding challenges, what are they about then? Participant #17 summed it best when they spoke about how their trip shifted their perspective, not because they solved housing insecurity but because they now know how to approach the issue.

So if we're talking about solving the issue as a whole, you want to think deeper, and that would be really cool to get involved in a way that I felt I'm getting deeper, but to help one person leave homelessness, that matters to that one person. And so it is that balance of each individual person we help. You're not solving the affordable housing crisis necessarily, but it matters to that one person because you're helping them with their crisis. And I think volunteering helps bring this to the fact that we need this systemic issue that we need more help with. Volunteering and helping individuals help raise awareness, which helps mobilize the cause and make those bigger changes that need to happen.

So it's not that I'm this brilliantly different person for having done this biking trip. And I can imagine who I was before biking across the country. I just learned a few things that make me better. Just a little bit stronger, a little more resilient, a little bit more inclined to say yes.

I did a lot of introspection on the bike and just thought of where I see myself in more of the world than just the surroundings of my everyday life. If you're just one person on two wheels going across a bunch of states, you're just out there, so I really started to think of myself in more of a larger setting as one human being. Where do I fit? What kind of person am I, and what must I be thankful for? And it really made me feel super thankful. I've never felt more thankful for my family and friends and everything that I have that supports me in my normal life. Having that distance was amazing because I just thought, oh my gosh, I have so much to be thankful for waking up every day. So really, I think it just challenged me to think of myself in a broader sense and realize that I am still just one person. but I can

be a part of really great things and make at least a little bit of a dent in issues that impact a lot of people.

Third Round of Findings

The third round of interviews took place in January of 2023. The previous round of findings was important for asserting that PEB-SL is effective as an opportunity for personal growth. The overwhelming physically and emotionally taxing exertion that is needed to bike across the country for charity shapes participants into ambassadors for their causes who understand the value of having a great affinity toward philanthropy and volunteerism as prosocial behaviors as they continue to shape and be shaped by the world around them.

The goal of this round of interviews was to determine what ultimately stayed with participants about their summer journey. More so, it was to identify if and how participants' prosocial identities are enhanced when service learning is combined with endurance-based activities. In asking those questions six months later, the findings from the second round of interviews still held entirely true as this round of interviews emphasized the aforementioned points. As such, this section of findings looked at "what's left" after PEB-SL experiences to determine if participants' prosocial identities are enhanced when service learning is combined with endurance-based activities.

Developing a prosocial identity

This round of findings measured prosocial identity by looking at the factors that are characteristics of prosocial behavior: awareness of when others are in need (Eisenberg et al., 2002), empathy for another person's needs (Davis, 2015; Hoffman, 2000), sensing

social responsibility to feel a personal duty to care for others (De Cremer & Van Lange, 2001), and finally, acting on these feelings with discrete acts of prosocial behavior (Shiffrin, & Schneider, 1977). Research has shown that interventions, such as biking for charity, can be efficacious in promoting prosocial behavior and related outcomes such as empathy and prosocial identity (Baumstieger, 2019), which are both themes that have been extensively explored in this study.

Self-esteem and a change of perspective

A general shift in confidence was prevalent across all interviews. Research has shown a positive correlation between prosocial behavior and self-confidence (Arora & Rastogi, 2018; Klien, 2016). Self-esteem is one's feeling of self-worth, positive or negative. Self-esteem determines how one evaluates themselves. Thus, prosocial behavior stands as an important aspect in the lives of young adults as it helps them to stay linked with the world and maintain their self-esteem. People with high self-esteem are confident about themselves and their ability to help those around them.

One quote sums up the entire round of findings. Participant #5 said this about how they reflect on their entire summer in retrospect. In doing so, they encapsulated just how young adults' prosocial identities can be and have been enhanced when service-learning is combined with endurance-based activities. In sharing these thoughts, participant #5 touched on the ideas of developing a prosocial identity through adversity that gave more confidence coupled with a heightened awareness of the need of others, a sense of empathy for those less fortunate than them, and the urge to go out and do something about it.

This crazy adventure really set the tone for my life now because it instilled this sense of grit through moments that really tested and, subsequently, built character. We tackled these really crazy hard challenges and, in doing so, learned the importance of taking risks and stretching outside your comfort zone. In doing so, you can be a better person for yourself and the people around you. I can channel those momentary feelings of discomfort from my bike trip and apply them to my day-to-day life to help others in need.

Discussion

In short, PEB-SL builds character. In determining these findings, we see the real value of PEB-SL. These trips are so vital for instilling and building prosocial behavior, not because their participants know how to solve the weighty issues plaguing all corners of the globe, but because they are brave enough to try. Furthermore, even when those participants learn that their trips may be more limited in their capacity to enact long-lasting change in the short term, they realize what they really signed up for was actually a lifetime of understanding their potential for helping those around them in big ways and small, no bike required.

Across a year of interviews, 29 participants representing three organizations expressed a consistent sentiment: biking paired with the tasks of fundraising and volunteering made for the most impactful service-learning experience, both in the short term and long term. The challenges of biking strengthened the participant's resolve, emphasized their commitment to the community, and left long-lasting impressions on their worldview once the trip ended. More so, the trips opened up participants' eyes to the depth and difficulty of solving the issues each experience set out to aid. These PEB-SL experiences were less about *contributing* to the world around them and more about *learning* about the world around them.

The way participants spoke of biking as teaching these larger life lessons shows that it is difficult if not impossible to attribute the measured impacts to any singular component of the program - the biking, fundraising, or volunteering - in attempting to understand what the role of each individual factor is in the overall experience of the trip on prosocial identity. They must be examined in their totality. So even if the biking part may seem like the more incidental aspect of a PEB-SL experience, it is really the glue holding everything together. The bike trip itself and all that it entailed (the fundraising before the trip, any curriculum learning requirements, training, and general preparation) were finite in their potency. What has come to light in these conversations is that these trips were not so much about the money raised or the hours volunteered but this transformative sense of self and the idea that you are now going to continue to go through life with a newfound understanding of what your level of responsibility is to do better by yourself and others around you. That, by far, seems to be the most important thing anyone can take out of these experiences. As such, this study shows that philanthropy and volunteerism can be generative when combined with athletics to encourage civic engagement both in the short and long term.

Biking across the country for charity is not at all about biking across the country for charity. In actuality, the experience provides participants with a once-in-a-lifetime opportunity to better understand themselves and their place in the world around them as they go on to be changemakers in their own communities once they return home. Participant #19 shared a story of their pinnacle learning moment on the trip and how an unplanned interaction with someone on the road helped them understand the true meaning of their PEB-SL experience.

There was a day we had to bike over a hundred miles or something. I rolled up at a rest stop to see my friend, who was driving the support van. He is helping this guy fix his bike just on the side of the road. It was in this really small rural community, and we were talking with this guy, and then his family came over, and then we were missing a part, but then a neighbor was, oh, I have that part. And so it was this whole community that was able to engage with and support and fix the guy's bike. That ended up being this bigger experience of talking about why we were doing it and hearing their experience with the lack of affordability in their community and being able to just listen to their stories. That was very much my moment of yep, this is Bike & Build.

PEB-SL is not about biking, but it is about the widened worldview that biking provides. For a select few, that may mean directly pursuing a livelihood that allows them to further support their cause as they have grown an attachment for any number of personal reasons. For many more, it means more broadly taking the lessons learned from that one summer and weaving them into their personal and professional lives. This finding is supported by research that shows that as individuals enter their teen and then early adult years, they develop the capacity to think abstractly. As those individuals reflect more deeply on issues such as values and meaningful goals, they are more likely to empathize with more distant others and more rigorously consider their moral principles (Steinberg, 2005).

If that is the case, PEB-SL has accomplished exactly what this study proposed it should, which is to make volunteering and philanthropy accessible, teachable concepts for each of those young adults at a juncture in their lives where they are trying to figure out whom they want to become and how they want to contribute to the world around them (Brandenberger & Bowman, 2015). The more we can establish the rise of a more civically engaged generation through activities such as PEB-SL, the more we can promote the development of deeper ties to one's community and continuation of prioritizing giving back over the course of a lifetime. Overall, it seems apparent that

PEB-SL affirmed the importance of community engagement in a way that will continue to impact future decision-making around career paths, education, and volunteer commitments. This is evident by the third round of findings that highlighted the development of a prosocial identity as determined by a newfound sense of responsibility and discrete acts of prosocial behavior. These trips were not meant to solve weighty issues, as evidenced by participant #15 speaking to the reality of their experience.

I also understand that in the grand scheme of things, what we did this summer was a drop in a bucket, and we didn't solve anything. I think it's a really great thing. I think the main benefit of what happened this summer was the sharing of information amongst our team. Because now, we have 21 activists who before maybe knew something, and now we have a collective knowledge that's so much greater than what we had in May. And also what information stays with the individuals we were able to touch and speak with along the way. I think that's the biggest help that we've granted.

Compared to what participant #15 said during their pre-trip interview, their sentiment is remarkably similar, which was:

I do think [the trip] is going to do a lot of good, and I hope a legacy could be an increased awareness of affordable housing. I hope that I can be an advocate for that just through efforts in talking about it to people and on social media.

The effort participants put in as individuals and in teams had short-term significance. That is not to say they did not bring a certain level of value; indeed, they did. PEB-SL experiences seem beneficial mainly in expanding awareness of what actually needs to go into creating systemic change.

The findings of this study are supported by ample research showing that young adulthood is a time when people are incredibly open to and receptive to considering new ideas and behaviors, namely those related to helping others (Baumsteiger, 2019). This age group is an ideal target for promoting prosocial behavior. The more we can establish

the rise of a more civically engaged generation through activities such as PEB-SL, the

more we can promote the development of deeper ties to one's community and continue to

prioritize giving back over the course of a lifetime.

Maybe herein lies the real potency of PEB-SL. These trips make their participants

stop and think about a complex issue greater than themselves, how they can be a better

advocate for their community, and how they can take that knowledge with them as they

continue to shape who they are and how they want to interact with the world around them

in ways that are reinforced by physical activity. In the words of participant #5, "I've

never felt like another service-learning experience was as rewarding." These trips create

ambassadors for their causes who understand the value of having a great attachment to

philanthropy and volunteerism as prosocial behaviors as they continue to shape and be

shaped by the world around them. PEB-SL fosters a commitment to doing good along the

way, whether on a bike or off it.

For the riders, the trips were not overtly helpful in bringing about long-term

change in the issues of affordable housing, food security, or cancer research, as evidenced

by the fact that only two riders touched on how much money they had to fundraise to

participate on these trips. Instead, the trips were helpful in creating long-term advocates

of those causes specifically and prosocial behavior generally who plan to go out into the

world with a new sense of purpose and commitment to doing good. Thus, what

participants take away from these experiences is not a sense of accomplishment for what

they originally set out to achieve but a sense of urgency to do more to do better for the

people and places around them. Participant #25 beautifully encapsulates the essence of

this study in exploring the potency of combining EBA with prosocial behavior:

That is the legacy of the Dream Project - bringing together a new community, not just between eleven strangers on a two-wheeled peanut butter-fueled social experiment, but across a country, linking people who would never have otherwise been brought together, in the creation of a chain of kindness that stretches from sea to shining sea.

Implications

While this study closely focused on three particular programs - Bike & Build, 4k for Cancer, and The Dream Project - its findings can be extrapolated to other institutions. Few sport-based service-learning programs exist (Bennett et al., 2003; Jackowski & Gullion, 1998; Lee et al., 2005), likely due to the intensive and time-consuming nature of the building and maintaining of such programs for both students and faculty (Bruening et al., 2010). Specifically, facilitating cross-country cycling trips is a costly, complex, and high-risk endeavor that requires a certain level of able-bodiedness and privilege to participate. Yet, this preliminary research shows that once fundraising dollars are used up, and those young adults graduate college, we are left with a more philanthropically-minded generation that has deeper ties to their community and continues to prioritize giving back throughout their lifetime in a way participants of a traditional service-learning program may not.

Young adults, specifically college students, find that a lack of time, energy, and willpower prevents them from engaging in regular exercise (Ball et al., 2018). Thus using the same rationale as CSE, PEB-SL can provide young adults with the motivation to lead healthier lifestyles while fostering an attachment to good causes (Filo et al., 2014). This sentiment correlates with the idea that voluntarily giving to charity - both time and money - has psychological, social, and physical benefits (Konrath, 2016). Additional research has found that incorporating a service component into a physical activity course in

undergraduate education can be beneficial (Sartore-Baldwin et al., 2020; Sartore-Baldwin & Das, 2022).

Filo et al. (2009) said it most succinctly: "Rather than a subculture dedicated solely to the sport activity, of the charitable organization, [CSE] event participants seem to align with a subculture that represents a hybrid of these elements" (p. 380). In creating that subculture, participants imbue charitable sporting events such as these biking trips with a new level of personal, social, and symbolic meaning that may not otherwise exist. As a participant iterated in their own words: Committing to the bike ride and the fundraising together made the trip what it was. This study has proven that philanthropy can be successfully combined with athletics to encourage civic engagement both in the short and long term.

This research and the aforementioned literature on service-learning in college as an indicator of sustained prosocial behavior in adulthood show that PEB-SL can be more efficacious than traditional service-learning opportunities. An emphasis on service and civic involvement during one's undergraduate years can predict similar engagement during adulthood (Astin et al., 1999; Bowman et al., 2010; Olberding, 2012). Moreover, given downward trends in volunteerism and charitable giving among sub-group populations in the United States, some have argued that it is imperative for educators to begin developing and teaching practices aimed at increasing prosocial behaviors (Astin & Sax, 1998; Boyer, 1994; Yorio & Ye, 2012). Efforts to increase prosocial behavior among this population are crucial for sustained long-term community engagement through volunteerism and philanthropy into adulthood.

Prosocial behavior (volunteering and fundraising) is exhibited less frequently in young adult populations. Combining service-learning and EBA should promote volunteering and fundraising to increase prosocial behavior in younger people. If both service-learning and EBA are positively correlated with prosocial behavior, we can use one approach to strengthen the other.

Over the past two years, we have seen a new understanding of the necessity of service-learning. This emerging reality is seen in the Scarlet Service initiative Rutgers University President Johnathon Holloway announced on his inauguration in 2021 as an effort to prioritize service to the community by providing vital opportunities for students to serve the common good through public-service internships, volunteerism, non-profit work, and more. Forced to confront how interconnected and reliant we are on each other, a school environment that focuses on humanity-centric education seems more urgent than ever. Service-learning is the foundation of this work because it brings people together, especially when we feel like we are being pulled apart. As colleges and universities imagine and reimagine the future of service-learning programs in the wake of the Covid-19 pandemic, PEB-SL programs offer a new perspective in pursuing this objective. These findings can be especially important to universities across the country as a tool to recruit and retain students in the face of declining enrollment (Causey et al., 2023).

Young adults want to give and serve as they are more engaged in the complexities of our society than the generations before them. They want involvements that engage their minds as well as their hands. They are generous and willing, but they need to be engaged. Focusing on New Jersey for perspective, according to the Office of the Secretary of Higher Education, there are over 360,000 undergraduate students enrolled in

college each year. The more we can do to make philanthropy an accessible, teachable

concept for each of those young adults at a juncture in their lives where they are trying to

figure out whom they want to become and how they want to contribute to the world

around them, the more we can ensure the rise of a more civically engaged generation.

Future Research

Future research should focus on comparing traditional service-learning programs

with PEB-SL programs to measure how service-learning objectives are enhanced or

harmed by this added physical component. Future research can and should continue to

delve into the negative impact of these trips. For example, does the literal cost of hosting

these trips outweigh the benefits, tangible or otherwise? How does a trip's carbon

footprint factor into the trip's capacity to do good? While it is indeed a cross-country bike

trip, there are enough support vans that follow along to ensure everyone can hop in a car

at a moment's notice. This study briefly touched upon the inherent privilege that is

required to take part in such trips, but it barely scratches the surface. How do these trips

perpetuate an "us vs. them" mentality versus breaking it down? What resources are

displaced that would otherwise go to the permanent residents of communities that

participants bike through to make their brief stay more comfortable? Is PEB-SL

considered voluntourism, and if so, does it truly have a place in the service-learning

landscape? Finally, while this study certainly highlighted and expanded on the negative

opinions participants shared about their experiences, those opinions were still set up in

contrast to the majority of participants who considered their trip to be generally more

positive. Future research should certainly continue to dig into the reasons participants felt

negatively about their experiences in the aftermath and if the harm outweighed the good.

Granted, many scholars have rightfully written about the inherent privilege that comes with being able to take part in any sort of service-learning program (Kendall, 1990; Cruz, 1994; Rosenberger, 2014; Seidel, 1994), much less one that involves having an able-body along with the time and means to spend a summer biking across the country. Thus, for this research to pertain and be more largely applicable, we need to make such programs more accessible by breaking down the barriers of access so participants are able to take off one to two months to bike for charity and reap the benefits. Another avenue of research could and should look to determine what the minimum length of time is for such trips to be effective.

Conclusion

This study explored whether and to what extent service-learning and EBA can be combined in curricular and non-curricular settings to develop a generation of civically engaged young adults. Through a series of interviews over the course of a year, the findings gathered through this study have successfully bridged the gap between volunteerism and philanthropy's measured positive effects with the measured positive effects of physical activity. Thus, I successfully showed that PEB-SL is a viable and worthy solution for making volunteering and philanthropy continuously accessible and teachable concepts to young adults.

Using previous research this study considered service-learning as an indicator of sustained prosocial behavior in adulthood, charity sport events, and EBA as a foundation in which to build PEB-SL, academic instruction with either a volunteer and/or donation component as well as a fitness/endurance/challenge. The findings of this study, along

with the aforementioned literature, show that PEB-SL can provide more motivation and, ultimately, be more efficacious than traditional service-learning opportunities.

Prosocial behavior (volunteering and fundraising) is lower in young adult populations, so combining service-learning and EBA should promote volunteering and fundraising to ultimately increase prosocial behavior in younger people. If both service-learning and EBA are positively correlated with prosocial behavior, we can use one approach to strengthen the other. The more we can establish the rise of a more civically engaged generation through activities such as PEB-SL, the more we can promote the development of deeper ties to one's community and prioritizing giving back over the course of a lifetime.

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Appendix

Appendix A. Interview Guide

Pre-questions: 3-6 Months Before Trip

Background & Context
1. Why do you want to be involved in this service-learning experience?
2. What is motivating you to take part in your service-learning experience?
3. What do you expect to be doing during your service-learning experience?
4. What are your expectations for your service-learning experience? For yourself, others, the community, etc.
5. What do you think makes this experience different than other programs or clubs you've been involved in?
6. How do you see the biking aspect of your trip tied to the volunteerism/fundraising aspects?

Learning Expectations
7. What do you hope to learn about yourself by being involved in this service-learning experience?
8. What parts of this experience do you think will come easiest to you?
   a. Hardest?
9. What is motivating/will motivate you to physically train for this trip?
   a. Fundraise?

Civic Attitude
10. What usually motivates you to do something for someone else?
11. Tell me about a time that you went out of your way to help someone.
    a. What motivated you to do so?
    b. What stands out to you about that experience?
12. What do you hope to contribute to the community through your service-learning experience (or, what mark do you want to leave behind?)
13. What would you say to someone who was thinking of getting involved in their community like you are through a program like [insert organization name here]?

Appendix B. Interview Guide

Post-questions: Right After Trip

Background & Context
1. Why did you want to be involved in this service-learning experience?
2. Describe a typical day during your service-learning experience.
3. Share an example of when you really learned something or describe your best learning experience during your service-learning project.
4. How do you see the biking aspect of your trip tied to the volunteerism/fundraising aspects?

Learning Expectations
5. What did you learn by being involved in this experience? About yourself, others, etc.
   a. How did you learn it?
6. What was the easiest or most enjoyable part of your service-learning experience?
   a. Hardest?
7. Tell me about a time during your service-learning experience when you thought this is what learning/education is about (an "a ha" moment).
8. What has your service-learning experience done for you?
9. How do you think you have benefitted others? Be specific.
10. If you're not sure that your efforts have been beneficial, why do you think that's the case?
11. Have you been able to apply a lesson you learned through [insert organization here] to your daily life? If so, what and how?

Self-awareness
12. Tell me about the most significant aspect(s) of your service-learning experience.
13. 2. Tell me about a time during your service-learning experience when you were confused or frustrated (an "uh oh" moment).
14. How have you changed because of your involvement in this service-learning experience?
15. Are there any distinctions between you before the [insert organization here] to you during [insert organization here] and you at the end of [insert organization here]? Explain.

Civic Attitude
16. In the future, how do you think you can apply lessons you learned through your service-learning experience to real-life situations?
17. In the future, do you plan on doing more volunteer work?
18. Do you have any interest in pursuing a career that involves working in the community?
19. Fill in the blank: As a result of my experience with [insert organization here], I will...

Overall Meanings

20. Given what you have said about your service experiences, academic achievement, and personal growth, how do you understand service-learning in your life?
21. Did your service-learning project influence any beliefs you held around your ability to contribute to your community?
22. Can you tell a story from your experience with [insert organization here]? A story that shows the impact of the experience on you.

Appendix C. Interview Guide

Pre-questions: 6 months After Trip

1. What drew you to [insert organization here]?
2. How did you make the connection between biking + volunteering/fundraising?
3. What have been your biggest takeaways from the entire program (pre-trip + trip)?
4. What's something new you learned about yourself as a result of this program?
5. How did biking add to your experience with the program?
6. How did biking take away from your experience with the program?
7. What would you tell a prospective rider if they asked you why you think they should take part in the program?
8. How do you think your experience would have changed if you drove across the country instead of biked but the rest of the trip stayed the same (fundraising + volunteering)?
9. How do you think your experience would have changed if you biked across the country but didn't do any fundraising or volunteer work?
10. Did [insert organization here] influence any beliefs you held around your ability to contribute to your community?
    ○ If so, positively or negatively?
    ○ If so, how?
11. Have you taken part in other volunteer or fundraising initiatives in college?
    ○ If so, how did they compare to [insert organization here]?
12. If applicable: have you taken part in other volunteer or fundraising initiatives since college?
13. Fill in the blank: As a result of my experience with [insert organization here], I will…