The Business of Community-Based Learning: Incorporating Reflection, Service and Social Change into Undergraduate Business Classes

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Abstract

Inspired by the civically engaged pedagogy of community-based learning that I first experienced in my Introduction to Justice and Peace Studies class, I dedicated this thesis to understanding how and why CBL is both appropriate and necessary to complete a well-rounded undergraduate business education. After taking one of the only community-based learning business courses offered at Georgetown (MGMT: Creativity & Innovation), I used my personal reflections as well as those of my peers to understand how the service component allowed students to understand the real-world relevance of classroom concepts and develop critical business skills.

I begin by defining community-based learning and differentiating it from concepts such as community service and volunteerism. This thesis strives to connect "softer" concepts such as emotional intelligence and appreciating diversity to technical financial skills, emphasizing the need for students to understand how to use these academic concepts in unpolished, real-world environments with a client that might not share their background or perspective. The goals of CBL and business education are extremely similar and this thesis outlines their common objectives in way that faculty and students can understand.

In carrying out this research, I interviewed faculty and CBL professionals to understand how to bridge the gap between research about the pedagogy and its application in universities. Understanding what the current CBL environment is in undergraduate business schools, more specifically in Jesuit schools which strive to educate "men and women for others", I was able to synthesize my research and present it to the Dean Thomas of the McDonough School of Business. In conclusion, I realize how the peaceful pedagogy of CBL can be applied to "banking" education, and this thesis supports these connections and attempts to present them in a clear, understandable manner.

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Section I: Researcher Positionality

I decided to attend Georgetown University's McDonough School of Business because I grew up around finance and wanted to follow the successful career paths of many family members onto Wall Street. I was intrigued by the fact that all Georgetown students, regardless of school or major, are required to take the same liberal arts core curriculum of Sociology, Theology, Philosophy, Ethics, English and History courses but had no intention in majoring or minoring in any of these "soft" subjects. I enjoyed my accounting and finance classes because they equipped me with tangible career skills, but I started to notice myself growing as both a student and a person in my liberal arts classes and began to experiment with how far I could expand my personal creativity. I enrolled in the Introduction to Justice and Peace Studies[1] course on a whim, hoping for a fun, easy way to fulfill my final sociology requirement. The pedagogy of this "whim" course, from the encouragement of extensive, original involvement in dynamic classroom discussions to the emphasis on community-based learning, completely transformed my undergraduate experience.

Throughout high school and my initial years at Georgetown, I had become accustomed to classroom environments in which students are expected to take exact, detailed notes from hour-long lectures of the professor's knowledge and then to regurgitate this wisdom on exams. In my JUPS 123 course, I realized the importance of dialogue and education as a conversation among all classroom participants instead of between the professor and whichever student was brave enough to interrupt lecture to ask a question. Questioning is essential to peaceful pedagogy, as it is through asking direct, unearthing questions that students are able to internalize, understand and ultimately transform conflicts. Emphasis on questioning, dialogue and conflict transformation

[1] Justice and Peace Studies will be referred to as "Justice and Peace Studies", "peace studies", "JUPS" and "JUPS 123". All terms are referring to the same subject area.

challenge students and professors to disregard initial concepts of what a classroom environment *should* be like and explore what it *can* be like. JUPS supports the idea of students challenging themselves, both in and out of the classroom, and allowing students to reach a more meaningful level of understanding of course themes by promoting community service opportunities that correspond to academic material. Theories of non-violence made perfect sense to me on paper and were recognized as powerful and appropriate in classroom discussions. However, these discussions took place with students of similar, privileged backgrounds who understood peace-making concepts because they had grown up surrounded by them. It was only when I tried to teach these theories to students at the Little Friends for Peace[2] program at the Perry School that I realized the difficulties of making the teachings of Martin Luther King, Jr. and Gene Sharp relevant to students from impoverished, violent homes. Presenting the theories of cosmopolitanism and respect in a well-outlined paper is a straightforward task; making them seem pertinent to an 8 year old who has lost both parents to violent shootings and witnesses abuse daily is extremely challenging. Volunteering at the Perry School, I was required to step out of my comfort zone, both physically (into Southeast DC and away from Northwest Georgetown bubble) and intellectually, as I was forced to reinterpret the meaning of teaching and dialogue to relay this critical peace information to students in a way that would create a relevant, lasting impact.

Spring semester 2010 and my entire undergraduate experience has been defined by this JUPS 123 course, as it taught me the importance of transforming (not resolving) conflict and exposed me to the extremely powerful pedagogy of community-based learning[3]. I found it difficult to leave the comforts of Georgetown in my first semesters at the university, and

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[2] http://www.lffp.org/
[3] Also referred to as "CBL".

although I felt an extremely strong connection to the campus itself through my involvement in a cappella and the tour guide society, I had a weak relationship with the larger D.C. community. I had participated in random community service and volunteer events around campus but found it difficult to connect enough to an organization to remain committed and active for longer than a few weeks. CBL service projects are significant and influential because students are immediately linked to the organization because of their academic interests and therefore can construct a more meaningful and beneficial experience (for both the student and the organization) right away. I originally signed up to volunteer as a student teacher at the Perry School, using my nonviolence knowledge from my academic courses and the lesson plans designed by Little Friends for Peace founders MJ and Jerry Park to teach the students about the importance of peace. However, when MJ realized that I was a business student (the first student with a financial background who had ever volunteered for their organization), she asked me to work with her on the non-profit organization's budget, financials, and grant proposals for the coming year. Finding a niche within the organization where I could provide value with my unique skills was not only extremely fulfilling for me but also beneficial for the LFFP program. I looked forward to my volunteer hours because I knew that the organization needed my distinct abilities, and working with them provided an opportunity for me to further develop the business skills I learned in the classroom while also giving back to the community.

This intense feeling of mutual benefits is one that I have found to be very unique to community-based learning programs. I studied abroad in Barcelona, Spain the semester after I volunteered with LFFP but that influential service experience inspired me to volunteer for another non-profit the spring semester of my junior year. I joined the development team of the Grameen Foundation, a non-profit in support of microfinance institutions and other poverty-

eliminating initiatives worldwide, with the hopes of achieving the same level of inspired, academic service that I found at LFFP. I enjoyed my experience at Grameen, but the work environment was much more corporate and impersonal than that of LFFP and although I was inspired by the foundation's mission and enjoyed the work, the lack of academic connection and outlet for reflection limited the depth of my relationship with the organization.

Internships with organizations like the Grameen Foundation are prevalent and well-advertised around campus, but I was bothered by the fact that almost none of my friends knew what community-based learning was or which classes offered it as an option. Why haven't business students heard of CBL before? Can it be applied to courses other than JUPS? Already a walking contradiction of the typical cut throat, for-profit business school student stereotype, I realized how important it is to make CBL courses available to undergraduate business school students. Every organization, group, and non-profit has some form of financial analysis, reporting and budgeting needs, as well as a management system that can likely be improved. Concurrently, CBL is relevant and integral to undergraduate business education and the development of critical emotional intelligence skills. My personal experience with CBL was such a positive influence on the student and person I am becoming that I want to do everything that I can to allow more students to have similar community-based learning opportunities. Georgetown University's McDonough School of Business provides a unique platform for adding CBL to business courses because they correspond so well with the university's Jesuit values of women and men for others. Community-based learning components are offered in many of Georgetown's liberal arts classes, but only one professor from the business school has committed to integrating CBL into his courses. Although it is important that one professor has taken the initiative to offer a service learning component with his business courses, that is not enough to

create a lasting relationship between the university and the community that can extend to other professors and subject areas and continue to grow.

As the world becomes more interconnected and concepts of justice and peace become more global, it is critical that these concepts be incorporated into undergraduate coursework. Business leaders are expected to successfully understand and interact with investors and companies all of the world, and an appropriate starting point is introducing future leaders to the concept of thinking outside the classroom while they are undergraduates. I am committed to exploring the significance of CBL versus community service to shaping undergraduate business education and creating the next generation of socially just business leaders.

Section II: Researcher Methodology

Inspired by my personal experience with CBL, I wanted to explore if and how it can be successfully integrated into business classes. I enrolled in Professor Bob Bies' "Creativity and Innovation" Management course this semester (Fall 2011) so that I could experience firsthand the impact and relevancy of service learning in an undergraduate business class. A Finance major, I enrolled in this class purely for the community-based learning component, not hoping to take away much from the material or overall experience. I could not have been more wrong in my underestimation of the class – Creativity and Innovation has been one of the best courses I have ever taken (second only to JUPS 123). Professor Bies teaches values similar to the ones I was exposed to in my peace studies introductory course, except he takes these concepts and makes them relevant to business success. Challenging accepted standards in thinking and action and embracing change are the some of the main takeaways from his course, both of which were brilliantly highlighted through class involvement with our community partner, the Mattie Miracle Cancer Foundation.[4]

My first CBL experience emphasized individuals finding an organization that fit their personal interests and schedules; Professor Bies asked us all to work in groups and follow a schedule with checkpoints and timeline review sessions with the same partner organization. A very different experience, I found that Professor Bies modeled his CBL course to more closely resemble an actual business scenario, complete with progress reports, presentations and a final paper consulting the organization on how we suggest that they change their corporate model. I recognized the processes of brainstorming, client visits and supervisor check-ins from my summer experiences on Wall Street and was impressed by how effortlessly they lent themselves to the purposes of the course. Our CBL project took the form of an assignment – to create a

[4] https://www.mattiemiracle.com/

proposal that would help further the mission of Mattie Miracle, a foundation dedicated to bringing awareness to the psychosocial effects of child cancer and provide services for patients and families at Georgetown's Lombardi Cancer Center. The professor did not dictate in what specific capacity or how we should help the center, which was frustrating at first but ultimately allowed for a more wide-reaching and extensive creative process. The five groups of students each took a completely different approach to helping the organization, tackling a wide array of issues that may not have been addressed if they had simply hired an outside consulting firm. The students were able to learn how to brainstorm and solve business problems in a group, both of which are crucial professional skills. The most rewarding part of any CBL class is witnessing the effect of academic service work firsthand. Professor Bies set up a schedule so that we presented our ideas to the founders of the Mattie Miracle Cancer Foundation directly and they offered feedback that the groups then use to further develop their proposals before the final report is due at the end of the semester. On the last day of class we turn in our consultant report as well as an essay describing the creative (and peaceful) process that we followed to reach our final recommendation. This reflection is critical to CBL courses and I believe that incorporating it into a final group paper as well as classroom discussion is a great way for students to understand that although the world of business can seem overly technical and numbers-focused, intellectual and emotional reflection is necessary for development, understanding and growth.

I use excerpts from my business CBL experience as well as those of my fellow students and group members to further my argument that community-based learning is an effective educational pedagogy needed to shape well-rounded and socially just business leaders. I begin with preliminary research on the definitions of key terms and the evolution of CBL as an undergraduate pedagogy. I later explore the Jesuit influence on universities incorporating

community-based learning – is a university more likely to incorporate CBL into its business curriculum if it is Jesuit? Interviews with faculty currently incorporating CBL into their business courses across the nation as well as with community-based learning research professionals is included to shed new light on the power and importance of breaking the boundaries between the classroom and the community.

I also created a presentaction entitled "What is CBL and why should I be interested?" that I presented to McDonough School of Business faculty in early spring. The goal of this presentaction will be to inspire faculty to take the time to rearrange their syllabi and include a CBL component and to introduce them to my best practices manual for integrating CBL into undergraduate business courses.

Section III: Community-based learning: What is it?

Definition and Synonyms

As I describe my thesis project to those outside the world of Justice and Peace Studies, the first question I am asked is "Community-based learning? What's that?" To clarify, community-based learning can be defined as:

> a credit-bearing, educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.[5]

Community-based learning (CBL) is a term that has recently been added to the field of collegiate pedagogy; formerly the term service learning was used to address similar concepts. I prefer CBL because it "emphasizes the context and resource for the learning, which is the community, rather than the service rendered by the student".[6] Also, the CBL definition above provides a more accurate description of the goal of this thesis, whereas some scholars still interpret service-learning as: "any carefully monitored service experience in which a student has intentional learning goals and reflects actively on what he or she is learning throughout the experience" (National Society for Experiential Education, 1994). This thesis will serve as a manual for undergraduate business professors to incorporate an element of service, reflection and social change to their *credit-bearing* courses, in which academic concepts are closely aligned with community engagement. It is important that this distinction is made because although monitored service can be beneficial, the significance of receiving academic credit and respected university distinction is essential to my goal of incorporating CBL into undergraduate business courses.

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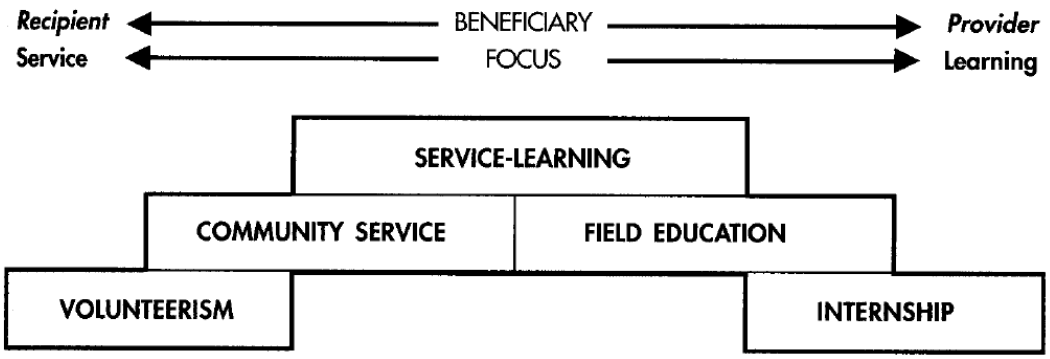
[5] Bringle, R., & Hatcher, J. (1995). A service learning curriculum for faculty. *Michigan Journal of Community Service Learning, 2*, 112.
[6] Spohn, W. (Fall 2004). Community-based learning. Explore: An Examination of Catholic Identity and Ignation Character in Jesuit Higher Education, 8(1)

However, since CBL is a relatively new term and most literature refers to its main tenets as service learning, for the purposes of this thesis the terms community-based learning and service learning can be considered synonyms (unless otherwise noted).

Differentiating Service-learning and CBL from Other Service Programs

The terms service-learning, community-based learning, volunteerism and community service can all be interpreted differently and can lead to confusion. To highlight the distinct qualities of each type of service, below is a chart and description of popular terms and widely accepted definitions as they fall on an experiential education continuum.[7]

FIGURE 2: DISTINCTIONS AMONG SERVICE PROGRAMS



As the diagram suggests, "different types of service programs can be distinguished by their primary intended purpose and focus. Each program type is defined by the intended beneficiary of the service activity and its degree of emphasis on service and/or learning" (Furco 2).

Volunteerism

According to the pictorial, volunteerism is the involvement of students in activities in which the primary beneficiary is the service organization and the focus is on the actual service or

[7] Furco, Andrew. "Service-Learning: A Balanced Approach to Experiential Education." Expanding Boundaries: Serving and Learning. Washington DC: Corporation for National Service, 1996. 2-6.

aid provided. Volunteers are defined as "people who perform some service or good work of their own free will without pay".[8] Students can volunteer at any type of organization (does not have to correlate with areas of academic concentration) and the volunteerism can range from one-time to yearly commitments. Most students become exposed to the ideas of service and community engagement through volunteerism, as they take the initiative to donate their time and efforts to those in need. Volunteerism does not inhibit a reciprocal relationship in which volunteers and beneficiaries learn from each other, but this dialogue is not the main focus of this type of service.

Community Service

Community service is the engagement of students in activities that focus primarily on the service being provided as well as the benefits the service activities will have on the recipients. Community service differs from volunteerism in that community service programs are often more structured and require a prolonged, consistent time commitment. Community service is generally organized as a group activity which allows students to engage in informal reflection on their experience with their peers[9]. Most students who do not have the opportunity to enroll in community-based learning courses will perform community service to fulfill their responsibilities as engaged, active citizens. These activities can range from tutoring underprivileged children, feeding the homeless, organizing a marathon or singing at charity events.

Unlike community-based learning, community service is a strictly extracurricular activity. Extracurricular service may also be insightful and life-changing, but the absence of theoretical frameworks and constant reflection makes it more difficult for participants to reach

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[8] Toole, J., & Toole, P. (1992). *Key definitions: Commonly used terms in the youth service field*. Roseville, Minnesota: National Youth Leadership Council.

[9] National Society for Experiential Education. 1994. Partial List of Experiential Learning Terms and Their Definitions, Raleigh. North Carolina.

the same emotional and personal depths as those participating in CBL. A final distinction to note is the social reality that community service is the term used to describe legally-mandated acts that convicts perform in orange jumpsuits, implicating that the act is shamefully and unwillingly performed by the service provider. Not all community service is mandated, but it is the term used to describe the sanction hours performed by convicts and delinquents.

Internships

Internship programs "engage students in service activities primarily for the purpose of providing students with hands-on experiences that enhance their learning or understanding of issues relevant to a particular area of study" (Furco 3). Students (and their resumes) are the primary beneficiaries of this type of service and the central focus of an internship is on student learning. Students apply for and are placed in internships to further the development of skills and knowledge that will improve their academic learning and vocational growth. Most students participate in internships towards the end of their undergraduate careers, as academic coursework is considered a necessary prerequisite for direct vocational immersion. Although students do not normally receive pay for work done while interning, they are still considered the primary beneficiary as the organization takes the time to train and develop the student's skills.

Internships differ from other types of service in that the organizations that students intern with are normally more sophisticated than those for which they may volunteer or perform community service. Internships are usually in an office environment where the student is taught the mechanics of the organization rather than performing direct, manual service work.

Field Education

Field education programs "provide students with co-curricular service opportunities that are related, but not fully integrated, with their formal academic studies" (Furco 4). Strong

emphasis is placed on the service being provided and these programs are designed to increase students' understanding of a given area of study. Field education can play an important role in a variety of service-oriented professional programs, such as social work, education and public health. Although students participating in this type of service can understand how their work benefits those receiving the service, the primary focus is still on student learning and professional development.

Service-learning and Community-based learning

Community-based learning programs are distinguished from other approaches to service and experiential education by their "intention to equally benefit the provider and the recipient of the service as well as to ensure equal focus on both the service being provided and the learning that is occurring" (Furco 4). CBL programs carefully weave service into courses, ensuring that service programs and community partners are aligned with focuses of academic study. Service learning is viewed as an *exchange* process rather than a *teaching* process, as both the student and the community partner voluntarily transfer and co-create value throughout the partnership. Community-based learning is characterized by reflective writing, group discussions and other activities that make learning intentional, as well as an understanding that the "service" is performed as a social, economic or educational justice instead of "charity".[10]

In his book *A Place Called School: Prospects for the Future*, Goodlad identifies six crucial areas in which community-based learning has the potential to foster development: academic, vocational, personal, civic and cultural, ethical and social. External experiences that are aligned with relevant coursework can increase "students' mastery of course content, thinking and problem-solving skills", their knowledge of potential career opportunities, leadership skills, willingness to take an active role in their community, integrity and ability to take responsibility

[10] http://www.nccu.edu/administration/academicaffairs/acslp/community/com_difference.cfm

for their actions, and also enhance their ability to work productively with others who come from different backgrounds and may have opposing views and value systems.[11]

Service-learning is education in action, requiring for heightened levels of engagement and time commitment both in and outside of the classroom. This passionate dynamic also allows CBL experiences to be more personal, philosophical and life-changing for students as they put more energy (and different types of energy, not just purely academic) into a class and therefore get much more out of it.

[11] Goodlad, J. (2004). *A place called school: Prospects for the future*. New York: McGraw-Hill.

Section IV: Community-Based Learning Conceptual Context – Is there a conflict between the educational pedagogy and core business principles?

One of the most influential readings from the Introduction to Justice and Peace Studies course is the second chapter of Paulo Freire's revolutionary work, Pedagogy of the Oppressed. Freire critiques a model of education in which a teacher merely narrates information to students, treating them as empty vessels into which their information must be correctly "deposited." This "banking" model, in which students are forbidden from thinking critically and may only "receive, file, and store the deposits" generously shared with them by professors is strongly characterized by its stifling lack of communication and condemnation of creativity. Viewed by Freire as oppressive and violent, the "bank-clerk" educators do all that they can to maintain this "profitable model" by stifling their students' critical *conscientizacao* (consciousness) and maintaining their position of unquestioned authority. Those who teach banking courses view their role as necessary to "regulate the way the world 'enters into' students", rather than allowing for open communication and dialogue so that students may freely enter into the world. Only through open, problem-posing dialogue can "the teacher-of-the-students and the students-of-the-teacher cease to exist and a new term emerge: teacher student and student teachers…They become jointly responsible for a process in which all grow" (Freire 14). In problem-posing education, all people teach each other through constant questioning and communication. This communication is characterized not by mere transfer information, but a transformation of knowledge as it passes through the critical minds (not empty vessels) of those processing it.[12]

[12] Freire, P. (1993). *Pedagogy of the oppressed*. New York: Continuum Books.

Freire's problem-posing theory also supports the pedagogy of community-based learning, in which students not only "serve to learn" but also "learn to serve".[13] Transformative education requires students to maintain an alert consciousness and connectivity with a dynamic reality, which can take the form of a physical classroom or the community itself. Friere states that:

> students, as they are increasingly posed with problems relating to themselves in the world and with the world, will feel increasingly challenged and obliged to respond to that challenge. Because they apprehend the challenge as interrelated to other problems within a total context, not as a theoretical question, the resulting comprehension tends to be increasingly critical and thus constantly less alienated. Their response to the challenge evokes new challenges, followed by new understandings; and gradually the students come to regard themselves as committed (Friere 29).

Community-based education opens dialogue between students and people of backgrounds that they may not have been exposed to before, allowing opportunity for questions and a depth of understanding not normally reached in a classroom. An understanding of relations with community (and the world) is essential to an engaged education in which students can explore the relationship between academia and reality. Experiencing classroom concepts within a real-life situation can help to humanize the study of certain subjects and allow students to challenge, question and freely interpret what they read in textbooks. The problem-posing model allows students to see reality as a process that they can have an active role in transforming (and serving) rather than as a static norm to be ingested and accepted. Community-based learning supports this theory by encouraging students to explore new territories (both physical and intellectual) while working to make their communities more socially just.

I agree that this problem-posing concept of education is necessary to produce the next generation of engaged leaders who can transform society for the better and that community-based learning is in line with this pedagogy; I disagree with the negative connotation that the

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[13] Bringle, R., & Hatcher, J. (1996). Implementing service-learning in higher education. *Journal of Higher Education, 67*(2)

alternative model associates with the word “banking”. Labeling oppressive education as a banking model with teachers referred to as “bank-clerks seeking to preserve their profitable situation” ignores many crucial aspects of the banking system (and business education) by over-simplifying it into its most crude depository form. How can community-based learning, a peaceful pedagogy, be applied to a business system that is viewed by peacemakers as limiting and inhibitive to creative power?

This dismissal of the positive potential of banking in such a universally accepted educational principle is disconcerting; there are many exciting, revolutionary business ideals that challenge both lender and banker and allow both to work together to reach mutually beneficial and developmental goals that can serve the community at large. The banking profession and business education does not inherently control people and require them to adjust to pre-determined industry standards. On the contrary, financial expertise and access to capital provide bankers with a unique and powerful opportunity to work with people and communities to create positive, lasting change. Business education should highlight these development opportunities and work to actively solve business problems in and out of the classroom.

Problem-posing education does not conflict with the study of business; on the contrary, this revolutionary pedagogy encourages the development of technical and “soft” business skills, reinforces respect for diversity and promotes a new generation of ethical and socially conscious business leaders. Encouraging students to question academic concepts in the classroom allows them to build the confidence to challenge potentially unethical practices and deals in the workplace and to understand more fully the benefits and structure of an open, constructive dialogue.

Section V: CBL and the Development of Technical Skills

No professional can become successful in today's business world by merely transferring information from one party to another. The essence of banking is discovering and adding value to clients by engineering sophisticated transactions that are tailored to specific, varying needs. An initial "depositing" of information is a necessary introduction into any course of study in order to become familiarized with fundamental formulas and terms. However, all courses of study can benefit from a problem-posing education model, especially banking education. Many bankers are striving to create profit, but only those who work to understand the needs of their clients can maximize the value of the relationship and maintain a loyal, satisfied customer base. The bankers that universities are training students to become are not concerned with the credit and interest mechanics of basic deposits; universities are striving to create a new generation of finance and accounting professionals that will aim to achieve more than the bottom line. Transformation of corrupt and outdated business practices stem not from students who are taught to accept reality as it is, but from those who are constantly placed in situations that challenge their preconceived notions about reality and require them to expand their thinking to encompass more creative and wide-reaching solutions. The most effective way to instill this sense of critical analysis of reality is to encourage students to step out of the classroom and make academic concepts relevant in their communities. Filling in bubbles on multiple choice answer sheets requires only a quick, mindless withdrawal from students' brain accounts; creating a budget plan for a struggling non-profit or re-shaping their organizational structure calls for a transformation of facts into a new and unique action plan.

Although Freire's inspirational work implies a separation between banking and problem-posing, community-based education, I argue that the latter is necessary for success in today's

international, socially responsible business world. A successful banker should engage in dialogue and initiate social change, and all students interested in business should learn that these critical actions are just as important as an understanding of finance, accounting and marketing concepts. Community-based learning is an extremely efficient and influential way to ensure that business students achieve sufficient educational breadth and "further their technical skills while helping them simultaneously develop greater interpersonal, inter-cultural and ethical sensitivity" (Zlotkowski 6).[14] Failure to address the extensive reach of business could lead schools to "turn out focused analysts, albeit highly sophisticated ones, adept at measuring and calculating the probabilities of certain outcomes, but, at the same time, graduates who often are unwittingly insensitive to the impacts of these outcomes on factors other than the 'bottom line'" (Zlotkowski 6). To counter this, undergraduate programs should aim to educate the whole student, regardless of vocational preference. CBL works to eliminate insularity of academic institutions and individual departments within these institutions, promoting broad-reaching dialogue that leads to deep understanding among all community stakeholders. This communication can help to alleviate the professional fragmentation that has led to so much misunderstanding and professional fragmentation.

Experiential learning to prepare for an experience-focused profession

Business revolves around experience; no student can hope to attain a high-paying Wall Street internship without an impressive resume detailing extensive professional history. Since the profession is so experience-oriented, it follows that the pedagogy of business should focus on practice as well. Real cases are not as neatly outlined as those provided by the Harvard Business School, and it is "imperative that business students learn to deal more effectively with change

[14] Zlotkowski, E. (1996). Opportunity for all: Linking service-learning and business education. *Journal of Business Ethics, 14*(1), 5.

and ambiguity" (Zlotkowski 7). Doyle Williams, past president of the American Accounting Association, notes, "whereas the traditional approach to accounting education stressed 'calculating one right answer', the new focus must recognize the importance of 'solving unstructured problems' and of dealing with messy or incomplete data" (Zlotkowski 7). The new approach to business education should teach students not what but *how* to learn so that they can understand multi-faceted problems and easily adapt to situations that deviate from textbook perfection.

Some business educators argue that many of these issues can be and are addressed in the widely accepted business pedagogy involving in-class presentations, group projects and case studies. However, only through direct practical experience can students truly understand "what the real problems are 'out there', identify available options and trade-offs involved in each, recognize the limits of what can be accomplished, and finally to make choices and compromises".[15] Crafting a consultant report detailing what an organization should do to more effectively achieve its goals is a straightforward task; taking this list and assessing what is practically actionable, identifying who would need to be contacted within the organization to further progress and allocating limited resources among various projects requires crucial business skills that cannot be learned fully in the classroom. "Context and process cannot be separated", as business students should learn in an environment similar to the one that they will be working in to promote success. Finance and accounting professionals are constantly searching for hidden value or undiscovered problems, and it is the ability to identify and solve these problems in real-world situations that distinguishes a business person from a business leader.

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[15] Saltmarsh, J., & Zlotkowski, E. (2011). *Higher education and democracy: Essays on service-learning and civic engagement*. Philadelphia, PA: Temple University Press.

"Soft" Skills – Multi-Cultural Sensitivity and Reflection

In addition to these technical and problem-solving abilities that result from community-based learning, the experience also allows students to develop the "soft" skills that are often taken for granted in cut-throat financial markets. Almost all business situations involve working in groups, and group work and discussion are an integral part of undergraduate business curriculum. However, only twice in my entire undergraduate experience have I ever been asked to reflect upon my group experience and analyze the dynamics of the group process (in my Creativity and Innovation CBL course this Fall 2011 and my Introduction to Justice and Peace Studies course in Spring 2010). Working with others towards a common goal often creates controversy, especially when the people involved are from different backgrounds and may have opposing standards of right and wrong. If not reflected upon, experience can "be a misleading, even harmful experience, which produces a lack of sensitivity and responsiveness in the learner" (Dewey 1933). Furthermore, Glenn and Nelson propose that it is only when these meaningful encounters are "thoughtfully considered and analyzed that generalizations are formed to *influence future action*" (Glenn and Nelson 1988).[16]

Reflection, defined as "the intentional consideration of an experience in light of particular learning objectives", is essential to the learning process, for it can link the concrete and the abstract (Bringle 157). Effective reflection requires that students take the time to connect abstract technical concepts from their textbooks to their real-world business experiences – a process that is crucial in the development of leaders that are able to understand the interconnectivity of the modern marketplace. This reflection allows students to discover their own emotions while also developing a deeper comprehension and appreciation of their academic coursework.

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[16] Bringle, R., & Hatcher, J. (1997). Reflection: Bridging the gap between service and learning. *College Teaching, 45*(4)

Management and organizational behavior concepts seem like common sense in textbooks, but students can acquire more respect for the theories and their applications after witnessing conflict in the community workplace firsthand. Also, articulating new experiences with community-based organizations in essays and classroom discussions provides students with the opportunity to improve their personal communication skills. Presenting strictly financial information to a classroom (or board room) full of people can be nerve-racking, but effectively communicating intense emotional experiences requires a more profound level of business and personal acumen. Many professors shy away from community-based learning because of this need to incorporate reflection in course syllabi, fearing the image of being a professor who promotes "soft" values rather than real business skills. I would reply that reflection is necessary for leadership and personal development and a critical part of any business environment – all companies have in place some sort of performance review system where employees are asked to work with feedback and alter their performance strategies. Practicing and developing these evaluative skills at an undergraduate level can greatly help students when they encounter similar processes in their professional careers. Also, in articulating and analyzing their experience, students can enhance the quality of their reflections while "better connecting elements in their experience to the wider university curriculum" (Anas Malik). Reflection allows people to become better students, citizens and business professionals.

Effective teamwork, cross-functional flexibility, interpersonal and communication skills (with people possessing many different levels of cultural sophistication), and multi-cultural sensitivity are some of the vital non-technical skills enhanced by CBL work. Of these, the last is most notably unique to CBL. Most business schools (the McDonough School of Business included) have a student body composed of predominantly white, upper-class males, which

makes teamwork in a diverse environment a rare experience. Most CBL organizations are populated with employees from unique, diverse backgrounds, and working in these environments can help teach students from a more homogenous student body how to respect and appreciate different cultures. Building this sensitivity is no longer a mere courtesy to the workplace; it is necessary because "corporations that don't know how to keep and promote and motivate people from minority backgrounds and women are just not going to have a competitive edge" (Zlotkowski 4).

Ethical Concepts: Justice, Responsibility, Reciprocity

A fundamental strength of community-based learning is its "ability to link doing well with doing good" (Zlotkowski 10). Students who participate in CBL are able to witness firsthand the great need that exists right outside the "pearly gates" of their university and often develop feelings of responsibility and duty to their community. Also, I mentioned earlier that a key takeaway from community-based learning is students simultaneously "learning to serve" and "serving to learn". This concept of reciprocity is crucial to CBL and why I prefer the term community-based learning to its commonly used counterpart, service learning. Community-based provides more room for interpreting this reciprocal relationship between the student volunteer and the organization, whereas service implies that the student has enough goodwill to offer his or her help to those in need.

CBL enforces values that are of utmost importance in today's socially responsible business world. The idea of co-creating value with consumers or organizations that business professionals interact with, feeling responsible for employees and the community and promoting socially just business practices are all desired skills in the next generation of business leaders. Most undergraduate business schools require students to enroll in at least one course about

business ethics and/or corporate social responsibility, but I do not believe that one senior capstone course is enough to propagate these critical values. The titles of these courses denote "soft", "easy" topics and they are not rewarded the same respect and care that more technically demanding finance and accounting courses are. Only when students are exposed to concepts of justice and ethics *as* they are learning about the intricacies of finance and accounting will the values truly sink in, as they will then understand their relevance and necessity. An socially just business leader is not one who merely spends one Saturday every year volunteering at a soup kitchen with his co-workers as a form of group bonding. This type of corporate social responsibility is much too isolated from the daily operations of the banking profession, just as the senior capstone business ethics course is treated more as a detached afterthought than as a central core to the undergraduate business curriculum. If business students are expected to transform into civically engaged and just professionals who are able to question the current Wall Street ethics standard and propose a new one, they need to experience a pedagogy that enforces this duality of thought and analysis between academia (or the professional world) and the community.

Section VI: Major Critiques of the Community-based Learning Strategy

Although I have clearly highlighted major benefits that a community-based, experiential learning component adds to an undergraduate business course, there are still many educators, university professionals, and even students who oppose this pedagogy. Bruce Speck outlines three major objections that faculty have raised against CBL: that it takes too much time and resources, should not be required, and that it should be resisted because it is a form of indoctrination.

Lack of time and resources

Business courses tend to be very technical in nature and therefore require the review of complicated calculations and their applications, which takes a significant amount of time to cover. A CBL component could take away from the study of this course content by "requiring additional resources that could be used for other existing needs"[17]. This objection is credible as there is a very limited amount of time to cover a considerable amount of material in most college classes, especially those with a specific vocational direction. However, community immersion should be viewed as a strategy to teach students the course material even more effectively, as engaging them so deeply with the coursework will allow and inspire them to learn the topics more quickly and to remember them for a longer period of time. Students today grow up in a world filled with internet and television, and thus require more than simple lectures to keep them stimulated and engaged in the classroom environment. Faculty and university resources should be used to keep students engaged and active in the classroom, and since experiential learning is an extremely effective way to ensure that students remain engaged, it warrants the use of the limited academic resources available.

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[17] Speck, B. W. (2001). Why service-learning? *New Directions for Higher Education, 114*, 3.

CBL…Another Requirement?

Faculty members also tend to resist additional requirements imposed on their pedagogical freedom, noting that incorporating service-learning would require them to take even more time away from their research and other commitments. While the imposition of further requirements on students and faculty should not be enforced unless it is effective, the CBL requirement does not ask for students to take more credits or sign up for an additional course. Faculty and students are already forced to comply with university requirements on how many courses to teach and take in order to graduate or remain on tenure, and CBL would only serve to enhance the courses that they will already be participating in, rather than requiring another class. Speck notes that this the view of experiential learning as an unnecessary requirement depends on one's understanding of the purpose of education, as if it is understood as "teaching people to know what they do not know", lectures are sufficient and CBL could be viewed as uncalled-for. However, if education is undertaken with the goal of "teaching people to behave as they do not behave", then experience applying classroom techniques to serve the community and help others is a critical component of completing a proper education.

A Form of Indoctrination

Service-learning can either be viewed as a new opportunity to expose students to life outside of their sheltered campus, or as a forceful mechanism of imposing a democratic, civic agenda on students who have chosen to study a very technical field and pursue profession that is seemingly unrelated to social work. Although CBL does support civic components, it is designed to offer students a variety of perspectives as they understand their coursework rather than to impose a way of thinking. Students only get out of service-learning what they put into it; if they disagree with the civic agenda of the course than they can view the community partner as any

other type of client and treat them as they would a for-profit company. Not all students wish to pursue community service after taking a CBL course (demonstrating that they were not indoctrinated into a way of thinking as they worked with the community), but the exposure to different perspectives does change the way that they view the boundaries and relevance of their academics.

How can you grade service?

Many professors, especially those who are specialized in technical fields, shy away from service-learning because "feeling inadequate or unable to gauge the learning from such activities, faculty will often favor the familiar lecture method…if for no other reason that they are not sure how to measure and evaluate such activities" (Speck 12). This challenge stems largely from the fact that assessment of a CBL course "begins with the goals and objectives of the specific program being assessed"[18]. A community-based management course will have different objectives than an accounting or sociology course would, and this individualized nature of assessment can seem daunting to professors (and students) who are used to an established grading standard. In addition to academic development, students who participate in community-based learning improve their understandings of civic engagement and social responsibility. Should those developments be incorporated into CBL course grades?

There are many published and tested grading scales and surveys that professionals have developed to aid in the grading of service-learning courses, faculty need to shift their priorities and make an effort to evaluate which ones are most relevant to the goals of their course. For example, the Problem-Solving Analysis Protocol (P-SAP) is an assessment tool created by Pamela Steinke and Peggy Fitch of Meredith College and Central College, respectively. P-SAP presents to students a real-world problem that is relevant to the course topic, and students must

[18] http://www.virginiaassessment.org/rpa/2/SteinkeFitch.pdf

then answer a series of questions about the root causes and consequences and develop possible transformations for the conflict at hand. Whether P-SAP is used by faculty as a graded assignment or as a spark for classroom discussion, they "can score a sample of protocols for students' comprehension and application of content knowledge" based on the specific subject and also use "the same protocol for more general problem-solving skills as related to other intellectual skills such as critical thinking, knowledge transfer and perspective taking"[19]. Please see the figure below for the first of eight levels of analysis of the P-SAP rubric – the Problem Analysis Locus. Other facets include problem analysis complexity, causal locus, causal complexity, solution locus, solution complexity, solution analysis locus and solution analysis complexity.

Rubric for Coding Problem-Solving Analysis Protocol (P-SAP) (Revised from Eyler and Giles, 1999; Steinke and Fitch, 2003)

Problem Analysis Locus (1st question)

0	1	2	3	4	5	6
no problem analysis; does not view the issue as a problem; answer given does not address problems	problem defined in terms of individual mental state/individual behavior; focus of problem on individuals who may make up a group; if the group is mentioned the focus is on individual mental states, behaviors and characteristics of the individual group members	problem defined in terms of group of which individual is a member (e.g., family, nation, cultural group, occupation); focus of problem on group/shared characteristics; identifies subgroups that have different consequences; reference to characteristics of group of which the individual is a member	problem defined in terms of broader system (e.g., political, educational, financial, occupational); system identified but not developed/explained/ elaborated; reference to characteristics of broader systems	problem defined in terms of broader system and further developed/explained/ elaborated; both systemic and individual mentioned but not developed/explained/ elaborated	problem defined in terms of both individuals and systems *and* developed/explained/ elaborated; individual and systemic integrated but without clear causal connections	problem defined in terms of both individuals and systems with both developed/explained/ elaborated *and* integrated *with* causal connections between the systemic and individual
e.g.., "don't know"; "to me, this is not a problem"	e.g., "all kids are parented differently"; "this will prohibit them from having fun, getting in shape and building confidence"; "people will naturally fight control"	e.g., "it causes people to develop stereotypes and prejudices about a certain group of people"; "people in America are becoming very unhealthy; "children spend a lot of their time with daycare providers"	e.g., "in other countries childcare is much more valued and the government pays for most of it"; "most companies still aren't diversified at all levels"	e.g., "without an adequate childcare facility, children are at a disadvantage. A good quality daycare can sometimes overtake the problems of a disadvantaged home environment"; "people will be dying at a much earlier age and health insurance will be outrageous"	e.g., "it is difficult to know how many rights and responsibilities each student should have. Every student is different and it would be hard to be fair to everyone. Some students are more responsible than others."	e.g., "students should be given freedom because they're more likely to want to learn but the balance is difficult to find because some students will take the freedom to an extreme if given no responsibility"

Since service-learning allows students to develop a wide range of critical technical and emotional skills, its assessments allow faculty to evaluate these real world skills and understand how they transfer from classroom to community. Steinke and Fitch note that "an increase in service-learning assessment may lead to a greater emphasis overall on assessments that better measure those skills and abilities needed for success outside academia. This possibility specifically addresses current critiques about the quality of higher education and its lack of relevance to real world demands"[20]. Business faculty should not view these CBL assessments as "grading service", but as a method to more effectively understand how students are able to internalize classroom concepts and translate them into applicable real-world skills. This ability to understand the value and uses of business formulas and strategies and apply them to organizations outside of the university is necessary for professional development and success. Therefore, an attempt to measure and understand students' ability to transfer knowledge is definitely a worthwhile faculty pursuit.

Balancing Research with Community Goals

Faculty may argue that they barely have enough time to grade and manage a simple lecture course while also publishing enough research to remain on staff at many prestigious universities, and taking on the monumental task of understanding a new pedagogy and grading all of the additional material that comes with it can seem overwhelming. Business faculty may feel unprepared to grade compositions and reflections prepared by students and state that these skills are developed and managed in an undergraduate's liberal arts core classes, rendering them unnecessary in more technically-focused major classes. Faculty also have their own career paths' to worry about – highly ranked universities such as Georgetown require that faculty constantly research and publish innovative works in their respective fields, allowing even less time for them

[20] http://www.virginiaassessment.org/rpa/2/SteinkeFitch.pdf

to adopt and understand a new pedagogy. McCale states that "when faced with spending time on research activities that will most assuredly ensure tenure, or laboriously working with students on client-based projects, little incentive exists for a faculty member to include experiential learning activities in their classroom when they know it will not greatly contribute towards their career aspirations or job security".[21]

Universities should strive to incorporate a community or social justice component into the research requirements for faculty, as it will be much easier for faculty to find and create relationships with community partners if they are already researching relevant organizations. In addition, the wealth of information that faculty may find during their community research will be an asset to the university as it strive to fulfill the social justice component of its mission. Faculty will feel more comfortable incorporating community-based elements into their courses if they are more familiar with the work of relevant organizations, and as the university as a whole gathers more information on community development it will be easier to encourage more faculty and students to embrace a community-based curriculum.

Members of the faculty are not the only participants in experiential education that are experiencing extreme demands on their time. Students, especially those at competitive universities, often find themselves without enough hours in a day to devote adequate attention to their studies, activities, and internships or paid work. Traditional studying and project work can be done by the individual student on his or her own time (whether that be during the confines of the normal work day or at a more unreasonable hour). Service work with the community partner must be managed according to both the organization's and the student's schedule, providing the student with a valuable yet also difficult lesson in time management.

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[21] McCale, C., & Parish, B. (2008). What's in it for me? Building the case for experiential education with business faculty: Can mission and experiential learning work together in a publications driven world? *14th Annual World Forum Colleagues in Jesuit Business Education.*

Critics also state that "experiential learning is better suited for older or more experienced students, rather than more traditional aged or less experienced undergraduates"[22]. Students in their late teens and early twenties may not be mature enough (academically or socially) to fully understand and appreciate the service-learning experience. However, there is a competing view that asserts that this unique state provides the perfect time to change a student's view of what education can be. A graduate student who has already been in the "real world" can easily understand how their academic work translates into relevant experience, whereas service-learning has the potential to transform views and redefine academic boundaries for more vulnerable and open-minded undergraduates.

Business professors pride themselves on teaching practical, technical skills that lead directly to respected financial professions. Grading of these courses is fairly straightforward, as calculations are either done correctly or miscalculated. "Softer" liberal arts courses are based more on subjectivity and emotions, taking away from their professional and strictly academic credibility. Many professors critique CBL, asserting it adds an unnecessary softer component to their courses and would require them to give almost all students A's because service and reflection are subjective and more difficult to grade. Does community-based learning really add a fluffy aspect to courses? It does require students to help others through academic service, yet it also calls for them to become critical thinkers and restructure boundaries to put their learning into societal context. Students solve real-world problems through their service work, and are answerable not only to their professor but also to a community partner. If they fail to put the required time and effort into their project, the consequence will include a poor grade from the professor as well as a disappointed client who needed their full assistance. This additional

[22] McCale, C., & Parish, B. (2008). What's in it for me? Building the case for experiential education with business faculty: Can mission and experiential learning work together in a publications driven world? *14th Annual World Forum Colleagues in Jesuit Business Education.*

accountability that students find themselves answerable to puts even more emphasis on the technical excellence required by each course, as well as the "softer" relationship management skills that are critical to professional success.

Community-based learning also has distinct locational limits. It is much easier for a university in a major metropolitan area such as Washington, D.C. to choose a community partner that is relevant to a wide variety of academic courses. In more rural areas, these choices are more limited and it is therefore much more difficult to select a valuable partner. Also, the relevance and effectiveness of CBL depends on the size of the class being taught. It is unreasonable to ask a professor or a community partner to manage a class of more than fifty students, as the grading and managing of time and effort becomes overwhelming and the service-learning becomes a burden rather than an effective learning tool. McCale states that "larger class sizes, both in terms of number of teams a professor must manage, but also in terms of final presentations involved, can inhibit the client-based approach" (McCale 8).

Critics assert that community-based learning is completely inappropriate for introductory business classes, as students are not well-versed in the material enough to provide valuable advice to the non-profit client. Although this may be true for an introductory accounting or finance course, the "softer" business courses such as management, marketing and international business do not require many formulas but instead demand a clear understanding of a client's needs. This understanding is normally developed through well-crafted case studies, but using a community client as a live case experiment could also effectively engage both the student and client and ensure that both parties' needs are satisfied.

Section VII: Evaluating the Current Environment – Campus Compact Statistics

According to the most recently published annual membership survey results in 2010, 35% of students enrolled at Campus Compact members schools participated in service, service-learning, and civic engagement activities during the 2009-2010 academic year.[23] This survey includes results from over 1,100+ member colleges and universities, including Georgetown University. Among the responding schools, 93% reported offering service-learning courses throughout the 2009-2010 academic year. At the colleges and universities where service-learning and CBL course were offered, an average of 35 faculty members (~7% of faculty) taught courses that incorporated CBL into their syllabi. In addition, the number of service-learning courses per campus has risen drastically, from an average of 43 in 2008, 55 in 2009, to 64 in 2010. These numbers indicate that a small number of engaged faculty members are teaching an increasing number of CBL courses each year. At Georgetown University, only one business CBL course is being taught currently (by one faculty member), which is below the national average and does not follow the trend for increased adoption of CBL as time progresses that Campus Compact noted from 2008 to 2010, indicating that there is much room for improvement.

Campus compact separated general survey results to show that faith-based institutions tend to register above the national average on most measures of engagement. In 2010, 57% of students at faith-based institutions were involved in service activities, which is far above the national average of 35%. In addition, results showed that 13% of faculty members teach service-learning courses at these universities, almost double the national average. I noticed that business and faith-based institutions were two distinct categories in this statistical service-learning breakdown, as shown in table 2 below.

[23] http://www.compact.org/wp-content/uploads/2008/11/2010_Annual-Survey_Exec_Summary-4-8.pdf

TABLE 2:

FACULTY WHO TAUGHT A SERVICE-LEARNING COURSE, 2010

	% of Faculty
Business	7
Community college	10
Faith-based/religiously affiliated	13
Historically Black College/ University	10
Land grant	5
Liberal arts	7
Minority-serving	9
Professional	6
Research/comprehensive	6
Technical	8
Tribal	11
National average	**7**

Note: Sample sizes for Historically Black Colleges and Universities and Tribal schools are too small for statistical significance.

The results show that faith-based and religiously affiliated faculty are twice as likely to incorporate CBL into their courses than business faculty are. How would Campus Compact categorize business faculty who have chosen to teach at a faith-based institution? They are not religious faculty, but they have demonstrated an openness to religious ideals in educational context and should therefore be more willing to adopt a more peaceful, innovative pedagogy that incorporates faith-based values.

The Business of Community-based Learning: Incorporating Reflection, Service, and Social Change into Undergraduate Business Classes

Students in the course of their formation, must let the gritty reality of this world into their lives, so they can learn to feel it, think about it critically, respond to its suffering and engage it constructively.
-Rev. Peter-Hans Kolvenbach, S.J., Superior General, the Society of Jesus Community based learning

Community-based Learning (CBL) offers the McDonough School of Business the unique opportunity to showcase our commitment to the larger D.C. community, the Jesuit mission of "women and men for others" and the ability to produce technically proficient yet civically engaged graduates.

CBL encompasses the **three** critical dimensions of the university mission statement:

- Advancement of learning
- Education of the whole person
- Promotion of faith & the service of justice

What is CBL? An approach to education which recognizes that what we learn is intimately connected to how we learn it.

- Students understand academic concepts while being exposed to a new reality from the perspective of the poor and underrepresented citizens in our neighboring community.

CBL at Jesuit Universities:

Georgetown University: Offers 27 CBL courses this semester, of which 2 are Economics courses listed as MSB area options and 1 is a MGMT course (Bies).

Boston College: Through its Volunteer and Service Learning Center, BC offers the PULSE program for service learning, a year-long course combining philosophy and theology requirements. Scattered courses offered in philosophy and economics department, none officially listed through business school.

Loyola Marymount: Offered 19 CBL courses in Fall of 2011, 5 of which were business-related. The most popular is the Management course entitled "Managing People of Organizations".

Loyola Chicago: Through its Center for Experiential Learning, Loyola offers 18 service-learning courses, including MGMT 335: Microenterprise Consulting, as well as a seminar in Community-based Service and Leadership.

Santa Clara: Ignation Center for Jesuit Education, SCU offered 21 CBL courses in Fall 2011, 15 in the Winter semester, and 13 in Spring 2012. None were offered exclusively through the business school.

Key Insights from Interviews with MSB Faculty and CBL Professionals:

- CBL is a strategy to create a more engaged, socially just classroom environment – it should not be the goal
- Not interested in making students "feel good" about donating their time – should expose students to people who live and think differently and allow them to understand root causes of economic injustices
- Transformation of the questions students ask themselves – What should I study? What can I do with a degree in business? What should I do when confronted with X? Who am I now? **Who is the person that I wish to become?**
- There should be a student group dedicated to promoting social justice within the MSB
- Business school has great advantage to offer CBL because it is teaching for the world today, right now
- Civic component cannot be encompassed in one ethics capstone course – faculty must evaluate how this civic-mindedness is integral to the entire business core

When does CBL work and Why?

- CBL works in classes that are structured around projects, problem-solving and case studies. Substituting "canned" Harvard Business Review cases for the raw, real problems that community organizations are facing allows students to think on their feet and develop both technical skills and "softer" notions of justice, responsibility and reciprocity.
- Experiential learning should be used to prepare for an experience-focused profession.
    - Specifically, MGMT and MARK lend themselves well through tendency for group projects, awareness of social issues, teaching principles needed for business to serve and lead society.
    - Possible courses: Social Marketing, New Product Development (Prof. Rob Thomas), Management and Organizational Behavior, Leadership

When doesn't CBL work and Why?

- CBL is a major time commitment for both students and faculty, and therefore might not work well in very technical introductory courses such as ACCT 101 and BFM
    - Community-based projects are difficult to assess and grade, making them not as suitable for heavily quantitative classes
- Students must understand material before they can effectively immerse themselves in the community
- If faculty member does not understand CBL and the full process of engagement, reflection, reciprocity, both faculty and students will be frustrated with outcome

How Relevant is CBL to the MSB?

- **84%** of CBL students at Loyola Chicago (Spring 2011) either "Strongly agree" or "agree" that "**Participation in community service or a community-based project enhanced my understanding of this course's academic content**."
- Civic-minded graduates with a global and socially just perspective
- Differentiating factor in recruiting new students and for financial firms seeking MSB

Section VIIIb: Best Practice Manual (with Dean Thomas comments)

The Business of Community-based Learning: Incorporating Reflection, Service, and Social Change into Undergraduate Business Classes

Community-based Learning (CBL) is an academic course-based pedagogy that involves student work with disadvantaged and underserved individuals or groups that is structured to meet community needs.

CBL has two main objectives:

- Students' experiences will heighten their engagement with central academic themes and material in the course
- Academic course content will facilitate students' ability to reflect in deep and constructive ways on their experiences working in the community

What is CBL and what isn't CBL?

- In a CBL course, students engage in work with a community partner for the duration of the semester in a way that meets the organization's needs and is integral to the academic objectives of the course. Structured reflection on the intersection of the course work and community-based projects is also necessary.
- Creating a project for which students form groups and consult a non-profit using the business skills critical to the course (MGMT, ACCT, OPIM, FIN) and have them present their work to the organization and reflect on how the community-based project affected their understanding of the course material

- **NOT CBL:**
  - A field trip to a non-profit organization in D.C. to do a one-time volunteer activity
  - Having a community member come to class to speak about social and economic issues without having the students work with this community member on a project tied to course goals
  - Allowing students to intern or volunteer with a non-profit organization without incorporating reflection and tying their work back to the academic values of the course
  - Shadowing people at a non-profit organization to understand how business practices can be applied to the greater good

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What courses at the MSB lend themselves to this pedagogy?

- MGMT 201: Management and Organizational Behavior (CORE COURSE)
    - Rather than interviewing business professionals to understand the MOB dynamics of the workplace, students can form groups to consult a non-profit and use management skills learned in course to benefit the organization *and* gather real-world consulting experience
- ACCT 222: Taxation
    - Students can use their classroom experience to help a non-profit with budget and tax management, allowing them to enhance their academic skills as they benefit the organization.
- OPIM 258: Decision Support Systems
    - Students can create coding mechanisms for non-profits and/or work in groups to improve the informational organization and technological efficiency of the company.

Voice of the students – why does CBL matter to their education?

- "it was refreshing to see education—the ability to practice what is learned in class—coupled with the ability to make an impact in the nearby community"
- "the interaction with a real organization made the semester project much more insightful than many of the scenario-based projects common in most courses"
- "not only was the assignment interesting, but it was also inspirational and gratifying to work on"

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- Differentiating factor in recruiting new students and for financial firms seeking MSB

Section IX: Why CBL? The Bigger Picture

CBL and the Jesuit Brand: Shaping Heroic Business Leaders

The Jesuit emphasis on "women and men for others" and "educating the whole person" suggest that education should be an engaged, interactive activity that involves much more than reading textbooks and sitting in a classroom. The basis of the Jesuit philosophy of education is "not to insulate and isolate students within the ivy covered walls of beautiful, historical buildings and campuses, but rather to be actively engaged in their learning, putting their learning into practice and to continuously seek new opportunities for learning and growth"[24]. Constructive interaction and engagement with real-world conflicts allow students the opportunity to understand academia in a freshly relevant way and actively transform society.

Academic excellence is a clear goal for any university, but Jesuit universities understand the need to not sacrifice service to the community while students are immersed in academia. The exposure to communities outside of the university that is central to the community-based learning pedagogy allows students the opportunity to think critically and while developing and practicing necessary leadership skills.

Understanding the Success of the Jesuit Corporation

Similar to major financial institutions such as J.P. Morgan Chase & Co. and Bank of America Merrill Lynch, the Jesuits have dealt with and overcome extreme challenges by "forging seamless multinational teams, motivating inspired performance, remaining 'change ready' and strategically adaptable"[25]. By promoting opportunities for members to develop a keen sense of self-awareness and leadership, the Jesuits have survived and thrived over the past 450

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[24] McCale, Christina & Parish, Beth. (2008). What's in it for me? Building the case for experiential education with business faculty: Can mission and experiential learning work together in a publications drive world?*14th Annual World Forum Colleagues in Jesuit Business Education.*

[25] Lowney, C. (2003). *Heroic leadership*. Chicago: Loyola Press.

years and remain both the world's largest religious order and the world's most extensive higher-education network. Just as any successful business needs to create and promote a strong corporate culture and vision, the Jesuit's powerful mission and culture fostering self-awareness, ingenuity, love and heroism have led to their success.

Principles such as love and heroism may sound too "soft" to have a place in any kind of undergraduate business school, regardless of its religious affiliation, yet understood through the Jesuit lens these qualities are critical to professional success. In his book Heroic Leadership, Jesuit-turned-banker Chris Lowney describes how Jesuits transformed their recruits (and students) into charismatic leaders who:

- understood their strengths, weaknesses, values, and worldview
- confidently innovated and adapted to embrace a changing world
- engaged others with a positive, loving attitude
- energized themselves and others through heroic ambitions (Lowney 25).

While "love" and "heroism" may seem unrelated to business skills, abilities to innovate, adapt, engage and energize are all critical to being successful leaders in the business world.

Jesuits are able to lead in all types of changing environments, and instead of just preaching about values of love and "women and men for others", they incorporate service into their mission and live their mission with a powerful and inspiring conviction. The Jesuit idea that everyone is a leader with the ability to influence others and that any one person has the power to make an impact is one that should be sponsored by institutions that aim to create the next generation of business leaders. Reflection is the component of community-based learning (and education in general) that business professors and students tend to shy away from the most because they believe that softer, more emotional ideas should be removed from the harsh world of Wall Street. However, the Jesuits understand that in order to be a successful leaders, you must

have a clear concept of who you are and what you value because "a leader's most compelling tool is who he or she is: a person who understands what he or she values and wants, who is anchored by certain principles, and who faces the world with a consistent outlook"[26]. It is this conviction to certain ideals that allows leaders to inspire others and create positive, lasting change in both business and society as a whole.

Just as the Jesuits understand the need to break down the walls between the monastery and the community in order to more effectively live out their mission, Jesuit universities must also tear down the boundaries that separate them from their surrounding communities so that they can fulfill the social justice component of their mission. Although the college of arts and sciences, school of nursing and health studies and school of foreign service may seem to fit more comfortably within the Jesuit university brand, the business school must understand that it occupies a unique position from which to promote Jesuit ideals that other schools cannot. It makes sense that government, pre-med and international development majors would be concerned about helping others and innovating social change, but just because finance and accounting do not directly imply service does not mean that they cannot be interpreted and utilized in a socially just manner. Just as medical skills offer a unique opportunity to help people, an understanding of financial statements and business operations can be used to help non-profits, create more socially responsible corporations, and develop new financial systems such as microfinance that support those less fortunate.

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[26] Lowney, C. (2003). *Heroic leadership*. Chicago: Loyola Press.

Are Jesuit values necessary to remedy the ruthless Wall Street culture?

One of the main reasons that students and faculty find it difficult to imagine business schools as conforming to the Jesuit brand is because the major financial institutions that graduates work for are known for ruthless, demeaning business tactics. Jesuits worked hard to promote their culture, but it is hard to imagine St. Ignatius working from 7am until 3am every day in an environment where only the strongest and least emotionally vulnerable survive. Business people understand that a tough skin and an unbelievable work ethic are necessary for success, but do these qualities have to come at the cost of ethical values?

After the subprime mortgage crisis of 2008 turned the marketplace upside down there is a demand for bankers who can understand more than just the bottom line. It is possible to create complex financial instruments that are high in risk and potential profit but are ultimately detrimental to society as a whole, and the people who can realize the social and ethical consequences of transactions are those who achieve and sustain long-term success. As the economy continues to recover from the crisis of 2008 and millions remain unemployed and foreclosed upon, the "Occupy" movements arose to protest the apparent opulence and greed that permeates the culture of Wall Street. I do not want to make the generalization that all bankers and financial firms are greedy and looking to do anything that will make a quick profit, but those types of people certainly do exist and they are serving to shatter the reputation of financial institutions everywhere.

Since this culture of greed and piracy is rampant in today's world of finance yet very publicly protested by the masses, Jesuit values are necessary to initiate the kind of social change that will create a marketplace less obsessed with profit and more open to pursuing a triple bottom line. A business student who is well-versed in the technical concepts of finance and accounting

will be able to secure an entry level job at a financial firm, but without a grasp for the bigger picture and an understanding of how to lead by passion and values they will only be able to attain a limited level of success. The moral and spiritual development that is sponsored at Jesuit institutions supports the creation of self-aware and values-driven individuals who have a clear concept of who they are and who they want to be. These leadership skills are not taught in a standard Finance 101 class, but derive from classroom discussion and exposure to perspectives that differ from those of business professionals.

In a business environment that is becoming increasingly more global and socially responsible, it is not only socially just but necessary to incorporate an ethical and service perspective into undergraduate business pedagogy, as companies are looking for candidates who can use their financial skills to achieve more than just the bottom line. This ability to understand and interpret a diverse array of perspectives and make decisions that are not only legal but also ethical is a unique product of Jesuit education. Jesuit universities should implement pedagogies and programs that help to create civic-minded graduates who have a well-developed sense of competence, conscience and compassion. Abilities to lead and inspire others are necessary to implement the change in business culture from one concerned solely with competition and profit maximization to a more socially just outlook that considers various perspectives. Entrepreneurial spirit and the capacity to innovate are becoming more and more popular in today's marketplace, and these attributes can only be achieved by students who have developed the self-awareness and values necessary to become effective leaders.

Jesuit values are not only necessary to change the ruthless, cut throat Wall Street culture, but also to mitigate some of the stereotypes that begin to separate business students from their liberal arts peers very early on in their undergraduate education. Students who choose to major in

different subjects tend to have a varying prioritization of values and set of skills, and it is understandable that certain stereotypes begin to form around these academic groups. However, at a Jesuit institution such as Georgetown University, if the Jesuit ideals present in the university mission statement are properly incorporated into the academic structure, they should transcend the different majors and minors and seem relevant and accessible to all students.

Jesuit Business Schools: Missions Statements and Pedagogies

Of the 28 Jesuit universities in the United States, 27 of them (Boston College, Canisius College, Creighton University, University of Detroit Mercy, Fairfield University, Fordham University, Georgetown University, Gonzaga University, John Carroll University, Le Moyne College, Loyola University Maryland, Loyola University Chicago, Loyola Marymount University, Loyola University New Orleans, Marquette University, Regis University, Rockhurst University, Saint Joseph's University, Saint Louis University, Saint Peter's College, University of San Francisco, Santa Clara University, University of Scranton, Seattle University, Spring Hill College, Wheeling Jesuit University and Xavier University) either have separate business schools or offer degrees in business administration. The only Jesuit University not on the list is the College of the Holy Cross, which offers a business minor but does not (yet) offer a Bachelor of Sciences in Business Administration certificate. The Jesuit institution has persisted for nearly five centuries because of its ability to adapt to changing environments; as more and more students recognizes the value of an undergraduate degree in business, the Jesuits modified their higher education structures accordingly to satisfy the demands of modern students.

The overwhelming presence of undergraduate business education in Jesuit colleges and universities makes it clear that Jesuit business schools must be adapted to fit in with their distinct brand. The ethical and social justice component of the Jesuit mission cannot be delegated to the

college of arts and sciences simply because those subjects seem to lend themselves more readily to creating "women and men for others". Business has become such an integral part of undergraduate education that it must be interpreted in a way that enhances the Jesuit mission rather than detracting from its service-oriented goals. According to a 1983 report for IAJBS reporting on a Delphi survey of primarily American Jesuit business schools deans already took note of this need: "One out of four students in Jesuit institutions majors in business. An even larger number will be employed in business".[27] Undergraduate business education has grown immensely in popularity since 1983, as evidenced by the increasing number of universities (and Jesuit universities) that have modified their curriculum to include business majors and minors. In addition, many students who study more liberal fields such as government, economics or foreign service end up going into finance, meaning that Jesuit universities have an obligation to ensure that ethically and socially responsible business ideals permeate the entire campus. I had thought that Georgetown was relatively unique in its situation of being a prestigious university that promotes Jesuit values as well as the creation of business professionals, but since the overwhelming majority of Jesuit universities offer business programs, administrations should be doing all that they can to ensure that these programs fit well within the university's Jesuit community.

According to Bloomberg Businessweek's Top Undergraduate Business School rankings of 2012, four of the top 15 schools have a Jesuit or Catholic religious affiliation (Notre Dame (1), Boston College (9), Villanova (13) and Georgetown (14)).[28] Jesuit business schools continue to rise in national rankings due to their emphasis on social justice and ethical business practices. Even those non-religious business schools which topped the list have mission statements that

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[27] http://www.scu.edu/ethics/practicing/focusareas/business/jesuit.html
[28] http://www.businessweek.com/interactive_reports/ugtable_3-20.html

clearly sponsor community collaboration and transforming academics into action. For example, the mission of University of Virginia's McIntire School of Commerce is to become "engaged in the creation and dissemination of knowledge that significantly influences the ideas and actions of students, scholars, and business leaders...and to achieve program innovation which involves integrated and action-oriented learning".[29] These values of innovation and action-oriented learning are significantly enhanced through experiential learning techniques such as CBL and are critical to the development of top notch business schools and business students.

Georgetown University's McDonough School of Business

> "The mission of the McDonough School of Business is to educate students to be ethically responsible and effective business leaders. Our goal is that students be able to improve the management of existing organizations and create new ones in order to responsibly help raise global standards of living. The learning goals focus on business knowledge, management, analytical, and communication skills, and unique Georgetown perspectives".[30]

Georgetown clearly outlines the importance of the ethical and social justice perspective in the McDonough School of Business mission statement, noting the importance of making the idea of "service to others" relevant and understandable to undergraduate business students. What better way to make service relevant to students than to incorporate it into their academic coursework?

Also, in its mission statement Georgetown's business school does not state that it wishes to create students that will be able to merely fit into current business structures and go along with the flow – it aspires to graduate students who have developed the passion and leadership skills necessary to "improve" current organizations and "create" new ones that will accomplish goals even more effectively. If a business school strives to be a place where students learn how to change the world in innovative and unconventional ways, than it must also be willing to incorporate pedagogies that are not as traditional as a simple lecture class. If students are only

[29] http://www.commerce.virginia.edu/aboutus/Pages/Mission.aspx
[30] http://msb.georgetown.edu/page/1242670127879.html

expected to listen to professors deposit knowledge and regurgitate the same facts on exams, they are not being challenged to think critically and analytically enough to forge a new business path.

The McDonough School of Business is not the only Jesuit business school which incorporates ethics and social justice into its mission statement. Boston College's Carroll School of Management strives to "be an effective and caring organization for our immediate community and to direct all (its) efforts for the service of the many communities-local, national and global-which sustain us".[31] Boston College and Georgetown University are particularly well-suited to be compared to each other as they are extremely similar with regards to their academic prestige and Jesuit reputations.

Marketing the Jesuit Brand

"The real measure of our Jesuit universities," said Peter-Hans Kolvenbach, S.J., "lies in who our students become." With community-based learning, our students are gaining an education that no classroom alone can offer. And they are becoming leaders of competence, conscience, and compassion.[32] Business graduates from Jesuit universities have the unique position of understanding Wall Street as it fits into the Jesuit "brand". In his presentation at the 9th Annual Conference of the Colleagues in Jesuit Business Education, Le Verne Hairston Higgins of Le Moyne College states that the Jesuit brand heuristics include: "historical reputation, quality education, faith-based, commitment to social justice, strong basic skills, strong discernment/critical thinking emphasis, non-ethnocentric, accepting of diversity, catholic". Jesuit business schools should not be assessed merely on the graduating salaries and jobs of their graduates, but on the ability of their graduates to effectively fulfill and represent the Jesuit brand as they venture into the world of business. At a firm such as J.P. Morgan Chase &

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[31] http://www.bc.edu/content/bc/schools/csom/about/mission.html
[32] http://www.scu.edu/president/reports/2006/cbl.cfm

Co., employees should be able to understand which of their colleagues received a Jesuit business education and rely on that person for sound ethical advice. How can schools market these qualities to potential employers who may seem more concerned with technical efficiency than religious practices?

Jesuit universities must market the fact that companies will end up with better recruits who can navigate complicated decisions, monitor their daily effectiveness, know their values, and understand the concept of mission: goals larger than self. The reputation of the Jesuit brand is esteemed and well-known, yet there is room for much more marketing and application the brand to professional business endeavors.

CBL and Civic Minded Graduates

> "Education for democratic citizenship involves human capacities relating to judgment, to choice, and above all, to action. To be literate as a citizen requires more than knowledge and information; it includes the exercise of personal responsibility, active participation, and personal commitment to a set of values. Democratic literacy is a literacy of doing, not simply of knowing. Knowledge is a necessary, but not sufficient, condition of democratic responsibility".[33]

These words, spoken by Richard Morrill, embody the spirit of why community-based learning and other civically engaged pedagogies are necessary to create graduates that have been educated in democratic citizenship as well as scholarship. Many universities (especially those with Catholic and Jesuit influences) have mission statements with civic and socially responsible components, yet they have neglected to ensure that these components filter into the undergraduate business core curriculum.

Defining Civic Engagement

Civic engagement involves feeling attached to and responsible for something other than individual interests - in the case of business students, it entails caring about more than just professional advancement and beating the curve on any given finance or accounting exam. Students should not be view their undergraduate experience as merely an opportunity to become an outstanding business professional, but also to transform into an empowered agent of social change. The most widely accepted definition was created by the Coalition for Civic Engagement and Leadership at the University of Maryland, which states that civically engaged activities must involve one or more of the following:

- Learning from others, self, and environment to develop informed perspectives on social issues
- Valuing diversity and building bridges across difference
- Behaving, and working through controversy, with civility

[33] Barbara Jacoby and Associates. (2009). *Civic engagement in higher education*. San Francisco: Jossey-Bass.

- Taking an active role in the political process
- Participating actively in public life, public problem solving, and community service
- Assuming leadership and membership roles in organizations
- Developing empathy, ethics, values, and a sense of social responsibility
- Promoting social justice locally and globally (Coalition for Civic Engagement and Leadership, 2005)[34].

In his presentation on the Scholarship of Engagement and Community-based Research at Colorado University-Boulder, Robert Bringle elaborates on these characteristics by stating that the defining features of civic engagement are partnership, mutually beneficial outcomes that address a community-identified issue through an intellectual activity of importance to others, and reciprocity of knowledge exchange. The intent of these programs is to:

> "build on the community-based experiences entering college students bring to campus, provide multiple opportunities for them to continue being involved in communities, deepen the integrity of these experiences, link service activities to their educational experiences in ways that enrich and inform their preparation for their post-graduate journeys, and develop life-long habits of civic engagement".[35]

Community-based learning is a critical pedagogy that achieves these objectives and may be applied to any technical academic discipline. The disciplinary focus and organization of the curriculum at most institutions means that courses are seldom designed to ensure the development of sophisticated cross-disciplinary capacities such as complex problem-solving, integrative thinking, or judgment, all of which are central to moral and civic development.[36] Courses in different departments are often taught in isolation of each other so that the learning is not cumulative. An effective way to ensure that students practice putting seemingly unrelated academic concepts into a different context is community-based learning, which fosters reflection

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[34] Barbara Jacoby and Associates. (2009). Civic engagement in higher education. San Francisco: Jossey-Bass.
[35] Bringle, R., Struder, M., Wilson, J., Clayton, P., & Steinberg, K. (2011). Designing programs with a purpose: To promote civic engagement for life. Journal of Academic Ethics, 9(2), 149.
[36] Colby, A., Ehrlich, T., Beaumont, E., & Stephens, J. (2003). *Educating citizens: Preparing america's undergraduates for lives of moral and civic responsibility*. San Francisco: Jossey-Bass.

and connection between academics, service, and individual development. Due to the extensive demands that most majors in the technical disciplines require to earn a degree, students spend the majority of their time in major classes. When universities only offer moral and civic learning opportunities for general education classes, they are severely limiting the exposure that business, engineering and pre-med students can have to become civically engaged. Furthermore, these technical disciplines require that students are able to make connections across disciplines in order to understand the full spectrum of their applications. Mastery of these majors would thus be incomplete without a civic engagement component that exposes students to the social implication and professional duties to society that come with their degree.

Providing substantive opportunities for college students to learn about and practice civic engagement will prepare them to take on the deeper problems in the professions, education, government, and in all areas of our civic infrastructure. A faculty member at Georgetown's McDonough School of Business noted that undergraduate business schools should have a student group dedicated to civic engagement and financial outreach. Although there are many organizations sponsored by the Center for Social Justice that involve service to the community, there are only a handful that require business knowledge and would offer these students the change to help others while developing their unique skillset. A business-oriented outreach club could work to find organizations that are in need of financial volunteers and may be great candidates for a community-based learning course partnership.

Business students are under enough pressure as it is, undergoing rigorous preparation for very competitive jobs and internships. If civic engagement is not a priority for them, then why should it be a priority for undergraduate business schools? Firstly, according to a recent national survey conducted by Tufts University, college students are more engaged and knowledgeable

than is generally believed. 28 percent reported that they are involved in their communities, 67% of incoming freshmen in 2006 said that "helping others who are in difficulty" was an "essential" or "very important" objective. Students want to become involved in their communities and break out of the suffocating campus bubble, yet many don't understand the most effective way to do so. Community-based learning exposes students to unique, effective ways in which they can learn from an organization while providing service, and many students choose to remain volunteers at their CBL partner organizations after the academic course is complete.

Civic-Minded Graduate (CMG)

What is the purpose of community-based learning and Jesuit business education? The goal of these peaceful, ethical pedagogies is to create civic-minded graduates, or students who have "completed a course of study (e.g. bachelor's degree), and have the capacity and desire to work with others to achieve the common good" (Bringle 8). The core elements of a CMG include: academic knowledge and technical skills, knowledge of volunteer organizations opportunities and non-profit organizations, knowledge of contemporary social issues, listening and communication skills, diversity skills, self-efficacy and behavioral intentions to be involved in community service in the future. A student who participates in community-based learning while in college will have the opportunity to refine their technical skills while working and volunteering in the community to transform social issues by interacting with a diverse client base that requires above average communication and critical thinking skills. In essence, the CBL pedagogy positively enforces all of the elements necessary to form a civic-minded graduate in any discipline.

Students who participate in CBL are able to develop and maintain mature relationships with both the university and the community, allowing them to be exemplary students as well as

effective citizens. CBL is a strategy to create graduates who care about the community, but the effects of the pedagogy do not stop there. These graduates then become business professionals who care about the communities in which they live and work and the effect of business decisions on all stakeholders involved, rather than just concerning themselves with achieving the highest profit. This would create a Wall Street environment in which business professionals worked with and for the people rather than against them, and could help to mitigate many of the ruthless stereotypes associated with finance and accounting professions. If this is the potential power of community-based learning, what does the future hold for this peaceful pedagogy in undergraduate business education?

Section X: Concluding Thoughts – The Power and Future of Community-based Learning

The purpose of this thesis has been to demonstrate the sound business strategy and educational pedagogy that is community-based learning, and to outline the importance and benefits of incorporating reflection, service and social change into undergraduate business classes. I believe that the lack of adoption of this experiential pedagogy in undergraduate business (and liberal arts) programs is due to a misunderstanding of what community-based learning entails and the belief that the benefits of the pedagogy do not outweigh the extra time commitment required of both professors and students. The heightened responsibility to others that is promoted by this pedagogy is even viewed by some as an interference to the completion of academic and career goals for both professors and students. The benefits and necessity of this out of classroom experience must be understood and properly promoted by the entire undergraduate community in order for it to successfully permeate and transform the academic culture. Those unfamiliar with the extensive real-world benefits of the CBL pedagogy and its effectiveness in helping students to develop soft *and* technical skills while learning about and truly experiencing their diverse communities may think that the bureaucratic and creative efforts required to transform syllabi and initiate community partnerships are too demanding and do not provide enough return on the investment of time and resources.

The lack of a widely accepted grading system that is familiar to professors of technical courses is also an intimidating factor for professors and students who are concerned about grading curves and grade point averages. However, I counter with the fact that most of the students and professors who have taken the time to understand and appreciate the pedagogy have benefited immensely and community-based learning is a critical strategy in creating civic-minded and engaged business graduates. Also, I believe that the current lack of a grading system

which holds students accountable for applying academic concepts to an actual organization and becoming engaged with their community is not a fault of community-based learning, but of our current grading culture and system. As universities and businesses advertise the need for socially responsible students who are able to understand more than the simple financial bottom line, they must transform their academic culture and systems to encourage the development of these crucial skills. How can students be expected to comprehend how a financial transaction will impact a community when they have never been exposed to more than just the mathematical skeleton of a deal? Knowledge of the technical intricacies of finance and accounting are necessary to obtain an entry level position at any financial institution, but a leader who hopes to transform the current Wall Street environment must be able to visualize the complex facets and potential consequences of a transaction.

When I enrolled in my first undergraduate business CBL course, MGMT 223: Creativity and Innovation with Professor Bies, I was one of the only students in the class who had experienced the transformational pedagogy before. Many of my peers chose to enroll in the course because of its content rather than the mysterious "CBL" notation next to the official course title, and I was curious to see how the reaction of my business peers would differ from the students who participated in CBL with me during my JUPS 123: Introduction to Justice and Peace Studies course. Would the stereotypes that liberal arts students (especially those who opt to take a course centered around justice and peace) be more open and receptive to the pedagogy than the numbers, results and investment-oriented business students? Would finance and management majors view the community partnership as an unnecessary distraction from their academic and career goals? When the Mattie Miracle Cancer Foundation came into the classroom to present their organization and describe the objectives they had for the partnership

with our class I noticed that every single student in the room looked engaged, interested and emotionally motivated to work with the organization to both learn about managing creativity and to use these skills to help an inspirational cause.

Since this community-based learning experience revolved around a group structure, I was able to speak in a more intimate setting with 3 of my peers to understand their thoughts and concerns with the community project. At the beginning of the semester, we were all intimidated and apprehensive of how our consulting project would simultaneously enhance our learning experience and impact an actual organization. Writing a policy recommendation for a company that will never actually see your ideas is a much different (and slightly less stressful) experience than presenting your ideas to the company itself and receiving live feedback on the practicality and potential effectiveness of your recommendations. Reflecting on the overall experience, my peers stated that "at first I was tentative about taking a CBL course, but after my experience with this project, I would recommend a CBL course to anyone" and that "it was refreshing to see education—the ability to practice what is learned in class— coupled with the ability to make an impact in the nearby community". It was extremely reassuring to see that other business students, even those who were not pre-disposed to supporting CBL due to their appreciation of justice and peace studies, enjoyed the pedagogical experience enough to recommend it to other students. I was not sure how well business school students would be able to appreciate and understand the connection between the classroom and the community, but as I heard my peers reflect on the experience it was clear that this breaking down of university/community barriers was significant and influential to their undergraduate experience. One student even recognized that "the interaction with a real organization made the semester project much more insightful than many of the scenario-based projects common in most courses".

Finance majors noted that “not only was the assignment interesting, but it was also inspirational and gratifying to work on”. Finance is normally referred to as a ruthless career domain, where hard work and dedication are expected and success is measured by monetary gain, not social impact. The fact that this project allowed students to interact so closely with the client and view the positive impact of their research and ideas firsthand allowed them to obtain a deeper understanding of the dynamics of the consultant-client relationship while combining their emotional and financial intelligence. Perhaps one of the most powerful and relevant reflections of my peers was that participation in the CBL project with the Mattie Miracle Cancer Foundation suddenly “reminded him of what it was like to go to a Jesuit school”. I am a firm believer that community-based learning promotes the Jesuit brand and that its incorporation into business school courses allows a business school such as the McDonough School of Business to fit in more firmly with the Jesuit culture of the rest of the university community.

I have a unique perspective on the importance of maintaining the ethical values of a Jesuit business school because as the student representative on the McDonough School of Business admissions committee for the class of 2016, I know firsthand that most current applicants choose to apply to the MSB because of the school’s Jesuit affiliation. The second essay on the MSB application requires students to explain why they are interested in studying business, and some elaborate on the question to include reasoning for why they would like to study business specifically at Georgetown. In addition to the high academic rankings and upstanding reputation of the university, most applicants highlighted the fact that Georgetown is a Jesuit university and that business undergraduates are required to complete liberal arts requirements (including ethics and theology courses) as they complete their business degree. Some applicants even stated that

they would love to take a finance class taught by a Jesuit one day to truly understand how the two worlds connect.

Since the Jesuit branding of business schools such as Georgetown's McDonough School of Business is such a powerful recruiting tool, it makes sense to highlight the influence of "educating the whole person" and the creation of "women and men for others" directly in the business core curriculum. One of the major concerns that faculty and administration have with community-based learning is that it "imposes" a liberal pedagogy on students who have chosen to pursue a more technical, calculations-driven career path. However, they fail to realize that the students who choose to attend Jesuit business schools instead of schools with similar rankings but no religious affiliation are already more open to Jesuit moral values and therefore would be more receptive to a transformational pedagogy that helped enhance the community and classroom experience.

The Future of Community-based Learning

Participation in community-based learning enhances academic development, life skill development and a sense of civic responsibility and engagement that is critical for the next generation of business graduates. I believe that students who choose to study business as undergraduates, especially those who elect to do so at a Jesuit university, hope to use their education to lead and transform the current financial environment. In a marketplace where innovation, entrepreneurship and creativity are valued so highly, it makes sense that these qualities should be supported and developed at the university level. I have confidence in the assumption that my peers did not work tirelessly for the last four years to merely sit in a cubicle and do exactly as they are told for the remainder of their careers. The basic skills that are developed in lecture hall, "banking" system classes where students merely absorb the professor's

knowledge and regurgitate it back in the form of a final exam do not challenge students to make intellectual leaps and thematic connections. More importantly, they do not encourage students to question.

CBL is a powerful pedagogy not just because of the positive academic and social impact, but because of it gives students the opportunity to question why there are so many economic and social discrepancies across communities and why nothing is being done to change these circumstances. Rather than just reading about the problems in the news, students can ask community members directly what problems they are facing and try to understand important issues from a perspective other than that of their professor or author of the textbook. Students stop asking themselves only "what can I do to get the highest grade possible on this exam?" and start reflecting on themselves and how their goals fit in with those of the people around them. The ability to understand a situation or transaction in enough depth to know which questions to ask and then mustering the courage to ask them are developed in complex integrative learning environments.

Community-based learning is an extremely effective and feasible strategy for creating graduates who are able to empathize, collaborate and work *with* rather than *for* their clients. Society is demanding that financial institutions use the enormous power and wealth to do more than just make money, and businesses have increased their social responsibility focus accordingly. An adequate response to this new corporate social responsibility "fad" is not just to incorporate one or two business ethics courses into the undergraduate program. This merely resolves the problem of satisfying demand for socially responsible companies without transforming it. Why did the Occupy Wall Street movements resonate with so many people? Why has there been such a large criminalization of financial institutions recently? These are the

questions that students should be asking themselves *as* they take Investment Banking and Corporate Governance courses and are exposed to the financial and managerial intricacies that these institutions perform, rather than being covered as an afterthought.

I used to think that I was the outlier or exception to the typical business student role as I straddle the seemingly conflicting worlds of finance and justice and peace studies, but I now realize that these interests should (and hopefully will) be typical of the new generation of business students. I am not asserting that minoring in peace studies is necessary to becoming civically engaged student and graduate, but merely that an interest in and understanding of the relevance and potential application of academics for positive social change is necessary for success in all disciplines. When students think of what it means to pursue a career that is civically engaged, they immediately gravitate towards programs such as Teach for America and the Jesuit Volunteer Corps. These programs are very powerful in producing social change but they are also extreme in that social change is the sole career focus. The creation of a dual focus, of a finance professional who is concerned both with being promoted to Managing Director and giving back to the community, is gaining more support in the professional world and is aided by the community-based learning experience.

Undergraduate business schools today should be doing all that they can to prove Paulo Freire wrong; "banking" education *can* and *should* be innovative and centered around constructive dialogue that students can practice in the university, their community and in the workplace. In the current market environment there is an overwhelming demand for banking professionals who have strong ethical values and are engaged in their communities. In order to meet this growing demand, universities must revise their curriculum to incorporate community-based learning so that business students may be transformed into civic-minded graduates that can

fill these positions. This thesis is a white paper highlighting the benefits of this new product - a peaceful pedagogy that can allow business schools to rise in rankings, attract more qualified candidates, improve their community relations and create more financially and socially successful graduates. Community-based learning is not just a pedagogy; it is an innovative business tool that is essential to creating the civic-minded graduates of the future.

Appendix A: Presentaction with Dean Thomas

On Tuesday, March 20th, I met with Dean Thomas of the McDonough School of Business to present my thesis findings and pedagogical recommendations to him. I presented the best practice manual (section VIIIa) as well as the McCale article entitled "What's in it for me? Building the case for experiential education with business faculty: Can mission and experiential learning work together in a publications drive world?" Dean Thomas was very open and willing to discuss community-based learning and its applications to undergraduate business education, and was very interested in the direct comparison between the engagement of Georgetown University's McDonough School of Business and comparable Jesuit business schools such as Boston College's Carroll School of Management.

After our discussion, he told me which talking points that he believed would seem extremely relevant for faculty and could be used to convince them to adopt the CBL pedagogy. In my original manual, I included information about the types of courses that lent themselves to CBL, but Dean Thomas suggested that identifying specific core courses and detailing how CBL could be implemented and why it would be relevant for faculty and students could be very powerful. He also recommended that I include the opinions and reflections of students in the manual, since their opinion can help sway faculty. Dean Thomas also pointed out that there is still some confusion within the MSB about what CBL is and what it is not, as he has faculty asking him if having students shadow a World Bank professional for a day is CBL and is unsure of how to respond. Following this suggestion, I included certain examples of what does and does not constitute CBL in the manual as well so that faculty clearly understand the distinction.

Appendix B: Interviewee Information

Throughout this thesis process, I have interviewed and both directly and indirectly included the insights of university and community-based learning professionals.

Below is a list of contributors to this thesis:

- Robert J. Bies, Management Professor, Georgetown University
- Richard America, Professor of the Practice, Georgetown University
- Robert Thomas, Marketing Professor, Georgetown University
- Robin Crews, Director of Service-Learning, Loyola University Maryland
- Robert Bringle, Psychology Professor and Director of Center for Service and Learning, Indiana University – Purdue University Indianapolis
- Anthony Furco, Associate Vice President, Public Engagement, University of Minnesota

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