



UNIVERSITY OF NOTRE DAME
MENDOZA COLLEGE OF BUSINESS

COMMUNITY-BASED SERVICE LEARNING

Best Practices and Resource Information

2007

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Introduction

Community-based service learning is a pedagogy that allows students to develop **academic and professional skills** in the context of **meaningful, applied work with community organizations**. Community-based service learning (CBL) is recognized increasingly in teaching and research communities as a means for meeting multiple goals of business education – it is experiential, outcome-oriented and values-based. CBL is an integral component of successful business schools around the world.

The University of Notre Dame is renowned for the commitment its students display toward volunteerism and community service. Community-based service learning builds on this foundation to ensure **academic rigor** by **connecting service with sound academic skill development**.



“ . . . The University seeks to cultivate in its students not only an appreciation for the great achievement of human beings but also a disciplined sensibility to the poverty, injustice and oppression that burden the lives of so many. The aim is to create a sense of human solidarity and concern for the common good that will bear fruit as learning becomes service to justice.”

"In the Advanced Leadership course, the service learning projects provided students with an opportunity to reflect on their leadership styles while facing real-world challenges. This would have been very difficult to achieve using a simulation in the classroom environment. The projects also gave us an opportunity to discuss the role that business leaders can play in the community. Finally, the potential to have a significant impact on the non-profits that participated in the projects motivated students to integrate their skills to achieve amazing results."

(Amy Colbert, Assistant Professor, Management)

Research Highlights

Research identifies consistent benefits of Community-based service learning (CBL). A thorough list of reference materials and articles of interest are available by request in 254 MCOB. Following are highlights:

**“A wonderful way to
conclude the theoretical
series with an opportunity
to apply what we’ve
learned.”**

Students who participate in CBL experience **positive learning outcomes**, including:

- Increased motivation
- Enhanced conceptual understanding due to application in a real-world context
- Increased capacity for retention of classroom material
- Increased analytical skills
- Enhanced cognitive, social and personal outcomes
- Enhanced interaction with faculty
- Enhanced understanding of the relevance of education to practical experience
- Reinforced values, leadership, citizenship and personal responsibility goals
- Empowerment as learners, teachers, achievers and leaders
- Commitment to engagement with community
- Increased job readiness and pre-employment skills
- Enhanced employability

In addition, CBL research indicates **specific benefits for faculty**, including:

- Ready reinforcement of classroom learning
- Opportunity to move students and measure progress from theoretical understanding to application and implementation
- Innovative, creative approaches to classroom material
- Possible addition to the faculty research agenda
- Contribution to faculty’s engagement in the local community and beyond
- Opportunity to model and engage students in community stewardship using relevant skills and talents

The **community benefits from CBL in various ways**, as CBL:



- Provides access to the university’s network and the language and logistics of partnership
- Increases campus-community collaboration
- Contributes thousands of hours of meaningful, useful service to local communities and the organizations that serve its members

Outcomes and relevance to business education are receiving increased attention from scholars, i.e. the *Academy of Management Learning & Education* special issue on service learning, September 2005, focusing on enhanced learning outcomes from experiential learning, and the ability to **meet multiple goals for business education**.

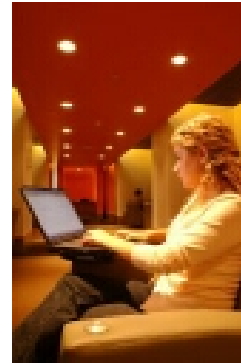
WHY CONSIDER COMMUNITY-BASED SERVICE LEARNING?

Contextual Considerations

CBL is relevant and integral to the success of business education.

CBL, while integral to the mission of many universities including Notre Dame since inception, increasingly merits attention.

- Colleges and universities are increasingly charged with illustrating commitment to values and mission
- Colleges and universities are increasingly making explicit their commitment to ethics and social responsibility
- Colleges and universities are increasingly charged with developing meaningful campus-community partnerships
- The nonprofit sector context (proliferation of organizations, increased need for accountability, metrics and performance) demands strategic partnership and capacity development
- The job market demands that students differentiate and demonstrate abilities and capacity for success



CBL meets multiple goals of business education.

The Mendoza College of Business aims to “prepare men and women for careers in business and meaningful, productive lives in service to others.” CBL is a mechanism to fulfill the MCOB mission of “academic excellence, implementation effectiveness, and a commitment to integrity and community. Our purpose here is not only to build careers, but to build lives rooted in purpose and faith.”

- “If universities are to be taken seriously in their efforts to create more ethical awareness and better moral decision-making skills among their graduates, they must provide a rigorous and well-developed system in which students can live ethics instead of merely learning ethics” (Solburg et. al., 1995).
- “These experiences provide students with opportunities to enhance their managerial potential by honing interpersonal and leadership skills while at the same time gaining a greater appreciation of the need for ethical and citizenship behavior.” (Lester, S. et al, “Does Service Learning Add Value? Examining the Perspectives of Multiple Stakeholders.” *Academy of Management Learning and Education*, 2005, Vol. 4, No. 3.

Mendoza's commitment to community-based learning is a hallmark of the program

- Since 2000, **over thirty Mendoza faculty** have incorporated community-based learning projects in their courses; Mendoza offers 8-14 CBL courses each semester
- Mendoza was **ranked #5 worldwide** on the 2005 Aspen Institute/World Resources Institute "Beyond Grey Pinstripes" report of MBA programs and their commitment to social and environmental stewardship; Mendoza's significant number of CBL courses was noted in the award
- "Giving Back is an Expectation" was the featured headline as Mendoza was ranked the **#3 undergraduate business school** in the U.S. (BusinessWeek, 2006)

WHO CAN HELP?

Faculty Resources

Mendoza Community-Based Learning Coordinator

Jessica McManus Warnell, Program Manager and Instructor
254 MCOB, jmcmanus@nd.edu, 631-9182

Connections with local organizations, information on available projects, suggestions and sample projects, facilitation of meetings with community representatives, resource materials, and more

A thorough list of reference materials and articles of interest are available in 254 MCOB by request.

<http://mcobservice.nd.edu>

Internal and external resources, sample syllabi, links to relevant cases and more

ND Center for Social Concerns

Mary Beckman, Associate Director, Academic Affairs and Research
Annie Cahill Kelly, Director, Community Partnerships and Service Learning

Course development grant funds, community-based research fellowships, and more

<http://centerforsocialconcerns.nd.edu>

For additional resources including reference materials, sample syllabi and project ideas, visit <http://mcobservice.nd.edu> or see a partial listing in Appendix E.

HOW DO I INCORPORATE COMMUNITY-BASED LEARNING INTO MY CLASSROOM?

Best Practices

*"We need real-world situations for student projects; our local nonprofit clients need free research. The clients provide the former and my Marketing Research class provides the latter. It is a straight, pure free-market transaction."
(John Gaski, Associate Professor, Marketing)*



To ensure academic rigor and meaningful service, research supports “best practices” – opportunities to design and implement CBL to maximize the student, faculty and community experience. More information and assistance with incorporating these components are available through the MCOB Community-Based Learning Coordinator. Following are highlights:

Guidelines for Best Practices in Service-Learning (Eyler and Giles, 1999)

Quality of site placement is significantly correlated with student learning; connections must be established to ensure productive situations for students and meaningful resources to the community.

Application has been shown to be the strongest predictor of “learning outcomes, problem solving and critical thinking, and perspective transformation.”

“Before taking the class I was involved in service but never really thought about why I was doing it. I never analyzed how deeper social issues result in problems, or how there are people trying to figure out new ways to solve old social problems.”

Opportunities for **reflection** are critical; students must be provided with the opportunity to consider their work in context. Research indicates this is the component lacking in many applications. Reflection predicts academic outcomes. Options include written or discussion reflections.

Community voice is a predictor of personal development, including tolerance, cultural appreciation, appreciating diversity, a systematic locus of social problems, and feeling connected. Projects planned in collaboration (faculty, student, community group) lead to better outcomes. Important to note that community voice has been shown to be a negative predictor of intellectual stimulation; partnerships should be genuine and reciprocal.

“I am glad I took the course at this point in my education (senior year) because I learned a lot about the person I would like to be next year.”

Well-designed service-learning provides opportunities for students to **engage with faculty**, i.e. through reflection and discussion, which is associated with most of the positive outcomes of the university experience.

Best Practices in Campus-Community Partnership

The Center for Social Concerns of the University of Notre Dame developed the model of Community-Based Learning Coordinators (CBLCs) with local partner agencies. The CBLCs who work with the Center for Social Concerns are a resource to students and a necessary liaison to nonprofit leaders who work first-hand addressing community challenges and stewarding its resources. CBLCs meet regularly and develop a strong network, sharing resources and opportunities. **CBLCs are aware of specific, current project needs at community organizations throughout the area.**

“Throughout my career at ND, I have had many experiences that I believe will benefit my future business career. However, none of these experiences have been as emotionally and intellectually engaging as my volunteer work at the Boys and Girls Club of St. Joseph County. During the class, I have learned more about myself and my future aspirations as a businesswoman than I would ever have imagined.”

The CBLCs help students find placements in their agencies that meet both the needs of the community-based organization and the student. They are aware of the importance of finding ways to connect the students' lived experiences with their academic work. In addition, they are committed to making reflection and analysis a part of the students' experience in their organizations.

The Center for Social Concerns CBLC model is nationally renowned as a unique, innovative best practice in true campus-community partnership.

"Generating information for decision making and control can seem simple in the classroom. All one has to do is compile information, weight it, and choose the outcome in which the benefits exceed the costs. Allowing the students to get out into the real world and see how scarce good information is, especially in nonprofit organizations, really opened their eyes to what their careers may be like. The experience helped them struggle with adversity and overcome it in creative ways. It was a great learning experience, both the technical accounting and the personal self-development."

(Margaret Shackell, Assistant Professor, Accountancy)

Incorporating CBL into MCOB Courses: Fundamentals

Introduction: Goals and Challenges of CBL in the MBA and Undergraduate Programs

MBA Program

An expressed goal of the MBA program is moving students beyond problem identification and solution development to implementation. MCOB articulates goals of educating students as “Thought Leaders, Action Leaders, and Values Leaders.” The CBL pedagogy is consistent with this approach and several MCOB courses illustrate the strength and value of the approach.

By working with nonprofit partners, CBL offers a unique opportunity to implement real-time solutions, allowing development of problem solving, project management and implementation skills in the context of values-based community outreach. Recognizing the increasing attention corporations grant stewardship, ethics and social responsibility, CBL in graduate-level courses provides a greater understanding of these issues in the context of professional life.



Potential challenges identified in previous applications, and proactive recommendations:

Student/organization interaction: Advise students that their approach should be respectful of existing nonprofit partner organization policies and procedures in all verbal and written communication. Despite perceived lack of organization or other concerns, the staff must be treated with respect at all times as professionals dedicated to serving their clients using the means they have developed through their own expertise and experience. Suggesting enhancements should be communicated with professionalism and respect.



Follow-up, reciprocity and consistency: Final products should be made available to the nonprofit partner and appropriate acknowledgement and appreciation should be conveyed. Students should be made aware of the reality that often times CBL projects involve substantial time and energy on the part of the nonprofit partner; their help and the opportunity to learn from their work must be acknowledged, and the project must result in a useful product for the partner.

Understanding scope: Checkpoints should be built into the class structure so that student progress is consistent and reasonable given the issues resulting from partnership with an external organization.

More information and assistance with addressing these areas are available through the MCOB Community-Based Learning Coordinator.

“These projects start out like any other, just a description of requirements written on a page. But then the students get to meet people working for the organizations and see their commitment and passion, they get to see some of the clients the organization serves, and then the projects become more than just an academic exercise. The projects give the students an opportunity to take a theory they've read about and apply it in the real world. The beauty of the experience is they encounter and must overcome the numerous, inevitable real world challenges that are often difficult to include in a classroom discussion.”

(Sandra Collins, Assistant Professor, Management)

Undergraduate Program

The Mendoza College of Business aims to “prepare men and women for careers in business and meaningful, productive lives in service to others.” CBL is a mechanism to fulfill the MCOB mission of “academic excellence, implementation effectiveness, and a commitment to integrity and community. Our purpose here is not only to build careers, but to build lives rooted in purpose and faith.”

CBL allows undergraduate students a unique opportunity to build skills through hands-on, real-time learning. For many students, CBL provides a first opportunity to work in a professional setting and apply learning to practical experience.

Potential challenges identified in previous applications, and proactive recommendations:

Confidence and follow-through: Advise students to readily and respectfully ask for what they need in order to successfully complete their project. Should they encounter a lack of responsiveness or other challenges with the nonprofit partner, they must contact the professor and/or CBLC immediately.

Student/organization interaction: Advise students that their approach should be respectful of existing nonprofit partner organization policies and procedures in all verbal and written communication. Despite perceived lack of organization or other concerns, the staff must be treated with respect at all times as professionals dedicated to serving their clients using the means they have developed through their own expertise and experience. Suggesting enhancements should be communicated with professionalism and respect.

Follow-up, reciprocity and consistency: Final products should be made available to the nonprofit partner and appropriate acknowledgement and appreciation should be conveyed. Students should be made aware of the reality that often times CBL projects involve substantial time and energy on the part of the nonprofit partner; their help and the opportunity to learn from their work must be acknowledged, and the project must result in a useful product for the partner.



Understanding scope: Checkpoints should be built into the class structure so that student progress is consistent and reasonable given the issues resulting from partnership with an external organization.

More information and assistance with addressing these areas are available through the MCOB Community-Based Learning Coordinator.

“The opportunity to work with the Women's Care Center of Indiana was truly a unique experience in my academic life thus far. Working with an outside organization allowed me to experience a very realistic side to the business world as well as put into practice skills being learned in the classroom. It was extremely rewarding to be working on an actual project that would be of use to those in need – this in turn pushed my group to put forth our best effort.”
(Amanda Wasielewski, Accountancy Major, Class of 2007)

Timeline

The Mendoza Community-Based Learning Coordinator (CBLC) makes implementation of these projects as easy as possible for faculty. Faculty can use these services to efficiently incorporate service learning – the CBLC handles the tasks associated with putting the pieces in place – and professors can focus on teaching and their learning objectives.

1-3 months before the class begins: Setting the Foundation

Meet with the Mendoza CBLC

- Share a copy of syllabus or course overview
- Share your goals for the community-based project and discuss context – other courses, past experiences with organizations, etc.
- Learn more about available opportunities or share your existing relationships with local nonprofits; Provide name(s) of particular organizations, client populations or missions with which you would like to work, if any have been identified
- Consider project-based versus time-based student work – discrete, well-defined projects with specific goals and outcomes are suited to CBL – CBL can assist with suggestions on scoping projects acknowledging time frame, nonprofit context and student skills
- Provide a list of the organizations with which your class will be working – this allows the CBLC to best meet the needs of all faculty interested in these types of projects by avoiding replication, and to meet the needs of a diverse group of community organizations

The CBLC will:

- Schedule meeting between you and the site director, at MCOB or on-site at organization, at your convenience – meeting before the class begins will allow for confirmation of shared goals and required outcomes
- Attend meeting, if requested, to assist in providing information regarding MCOB goals for community-based projects and to ensure shared goals are communicated
- Encourage community site contact to follow timeline and deliverables as outlined by the professor
- Assist, as requested, with project design and logistics to maximize student, faculty and community outcomes

Meet with the nonprofit site contact

- Learn, from the organization's perspective, of a specific need or challenge your students could address
- Share a copy of syllabus or course overview, guidelines and goals, and your contact information

CBLC will also be available if the nonprofit partner wishes to express a concern or question

- Manage the expectations of the nonprofit partner, and only promise what can reasonably be delivered

Often project requests are beyond the scope and time available on the part of our students. Ensure specific, agreed-upon outcomes are communicated and understood.

- Ensure you secure the data or other information students will need to complete their project, or explicitly request the data be provided to the students immediately upon beginning the class

Because nonprofits may be understaffed and lack the resources to readily respond to requests for his information within the context of the class dates, these needs should be communicated on the front end

- Confirm a preferred method of communication (email, telephone) between the students and the nonprofit partner to ensure timely response to requests for information
- Confirm, preferably in writing, the deliverable the students are expected to provide at the end of the course

Ensure you and the nonprofit partner clearly understand project goals and intended outcomes

During class term: Manage the Experience

Prepare students appropriately:

- Ensure accountability and ownership

Build in benchmark dates and associated deliverables, i.e. students must meet with nonprofit contacts by a date of the professor's choosing; checkpoints must be established to ensure student progress and nonprofit participation.

Provide an organization overview to encourage ownership (see Helpful Handouts for Students)

- Provide context and require confidentiality

Advise students that they will confront a sector that is very different from what they might expect – often characterized by a lack of formal organizational structure and management. This is to be expected and should not affect the product – encourage students to seek assistance from faculty or CBLC as necessary.

Remind students that these organizations are service- and client-focused, not bottom-line oriented, and will often operate to meet immediate need without strategic approach.

The CBLC is available to visit classes and share information on specific organizations or general trends in the local nonprofit community in a 10-15 minute presentation to your students.

*Advise students that most nonprofits serve vulnerable populations of clients who may have faced many challenges. Students must treat interactions with the organization compassionately and professionally, and must be mindful of the clients' wishes for privacy and confidentiality. Confidentiality must be retained in the product/deliverable, i.e. students must refrain from referencing the specific or identifying details of any client's personal situation. See **Appendix D** for a sample Confidentiality Form.*

- Share any student-site communication issues or other concerns with CBLC as soon as possible so CBLC can assist

Provide CBLC contact information to students and encourage they make contact with any concerns about nonprofit response or participation.

- Signal value and advise students on the importance of professionalism and relationship-building.

Advise students to acknowledge the nonprofit partner and the appropriate site contact in final version of project/report.

Students must be required to provide a copy of the final report to the nonprofit partner.

CBLC will:

- Assist with communication between MCOB and site contact as requested

- Encourage site contact to meet shared goals and agreed-upon action items
- Assist students directly with any communication or other concerns

At the end of the course:

- Encourage nonprofit to share feedback on outcomes and impact of the student work, including, when possible, inviting them to attend the final class presentations
- Consider inviting the CBLC to attend the final presentations; many faculty find this helpful in capturing outcomes and “closing the loop”
- Ensure that students provide a final copy of the report/product to the nonprofit partner

After course: Closing the Loop

- Allow opportunity for feedback – encourage nonprofit partner to provide important feedback directly to you as the faculty member

CBLC will also capture feedback directly from nonprofit partners

- Provide a list with brief descriptions of agency partners and project outcomes to the CBLC

CBLC will meet with you to debrief, or, as noted above, is available to attend final presentations to capture outcomes

Communicating this information is necessary to ensure appropriate response to new faculty, student and community requests, and to allow for internal and external reporting of MCOB community involvement

- Consider maintaining the relationship with the nonprofit partner

Some faculty send thank-you notes and other signals of relationship-building.

Consider building on current projects with future class applications – multi-term projects maximize value to the organization and allow faculty to involve students in witnessing growth and progress

“Several positives emerge from the Tax Assistance Program. Obviously, taxpayers have their tax returns prepared at no charge. Students are utilizing their professional skills in a community service while gaining invaluable experience. And as an instructor, I understand how the coach of an athletic team operates. Tax Assistance Program participants are selected and trained. Then they are "placed in the arena." At times, I provide advice, answers and affirming comments. But eventually, I'm on the sidelines watching the students struggle, search, sweat and succeed.”

(Ken Milani, Professor, Accountancy)

Helpful Handouts for Students

1. Organization overviews – self-designed, or request that the CBLC provide these to you

Overviews allow students to quickly establish an early connection with their sponsoring organization

Include: Nonprofit name, address, telephone number, web site, driving directions; Overview of mission, target population, services provided

2. Project scope

As determined in collaboration with nonprofit partner and CBLC as appropriate (see “1-3 months before the start of class”)

Specific deliverables to the professor and to the organization

*See **Appendix C** for sample project descriptions*

3. Confidentiality agreement

Nonprofits deal with vulnerable populations of clients; students need specific instructions on handling their projects by respecting the clients' wishes for privacy and confidentiality (i.e. refraining from referencing the specific details of any client's personal situation, refraining from using identifying information, etc.)

*See **Appendix D** for sample form*

4. Waiver/Consulting Agreement form (optional)

*See **Appendix D** for sample form*

5. Waiver/Release of Liability form

Students who will be traveling off-campus for class assignments should sign a release of liability (available in 254 MCOB) and an emergency contact form to be kept on file by the professor



MCOB Best Practices: Sample Applications

Following are highlights from recent MCOB courses. Through MCOB MBA and undergraduate courses in 2005-06, **53 student teams** applied their skills in partnership with **over 35 nonprofit organizations**.

A complete list of faculty and courses incorporating CBL in 2005-06 is included in **Appendix A**.

Thanks to the Mendoza faculty members who continue to share their experiences, challenges and opportunities gleaned through their CBL applications.

- A team of Sandra Vera-Munoz's *Accounting for Decision-Making and Control* students developed a new MS Excel interactive cost allocation system to develop activity-based costing reports. The program will allow the YWCA to appropriately allocate expenses, generate necessary forms, and generate financial information that will enhance their decision making abilities.
- Another team in Vera-Munoz's course analyzed the current operating position for the Women's Care Centers serving five counties, and provided recommendations to reduce costs; a second team worked with WCC to use activity-based costing and benchmarking to propose and develop a comprehensive budget for the organization.
- A student team in Amy Colbert's *Advanced Leadership* course examined the visual identity, mission and vision statements of the local Catholic Charities program as they relate to engaging participants, collaborations and sponsors, and developed a report with recommendations for CC leaders.
- The *Tax Assistance Program* and course led by Ken Milani sent over 90 students to eleven locations to complete, free of charge, the federal and state income tax returns of taxpayers whose income was \$35,000 or below.
- John Gaski's *Marketing Research* course involved students utilizing marketing methods to raise Sri Lankan awareness and generate donations for tsunami relief.
- Students in Lee Krajewski's *Project Management* course worked with ten large-scale local organizations to design reports for their sponsors evaluating a significant new project, for example the implementation of a new IT system at Madison Center and Hospital, assessing the sponsor's strengths and weaknesses based on the theories of project management.
- A team in Margaret Shackell-Dowell's *Accounting for Decision-Making and Control* worked with B.A.B.E., a local organization serving low-income parents and children, to recruit volunteers for their stores. In addition to holding an information session for Notre Dame students, they developed innovative recruitment and marketing strategies including soliciting volunteers through partnership with the Potawatomi Zoo. Shackell-Dowell's ND web site includes links to the partner nonprofit organizations, thorough project descriptions and information on the goals and outcomes of service-learning.

- Another of Shackell-Dowell's teams developed a standard of procedures manual that explained proper accounting practices for nonprofit organizations to help Imani-Unidad, a rising AIDS awareness organization, with their book-keeping.

- Through a multi-term project, students in Matt Bloom's *Innovation* courses are working with the Memorial Health System team that is designing a new children's hospital. Students will be sharing ideas about the children's hospital room of the future. By complementing classroom learning with observation of the Pediatric Unit and the HealthWorks Kids Museum, they will learn first-hand and develop recommendations.



- Through the 2006 *TIES (Teaching, Internships, Exchanges and Scholarships) Program and course*, led at MCOB by Juan Rivera, a team of MBA and undergraduate students joined with MBA students from the University of Guadalajara to serve as business advisors to small agricultural producers as they develop entrepreneurship skills and improve their small farming operations. Their services ranged from developing business plans, formulating optimal product crop mixes, finding and evaluating new market opportunities, launching new products or packaging, and optimizing the processing of fruits and vegetables.
- Students in Daewon Sun's *Systems Analysis and Design* worked with La Casa de Amistad and the Volunteer Center of St. Joseph County to design centralized and intuitive database systems so that the organization can manage information input, generate aggregated/managerial reports and analyze the data.
- Students in Carl Ackermann's *ACCION* course prepare for summer internships in micro-lending through the domestic ACCION program, offered at Notre Dame in partnership with the Center for Social Concerns.
- Students in Sandra Collins' *Persuasion* course worked with the YWCA to develop a persuasive campaign for improving retention in a transitional housing program. Another team worked with YWCA to design and develop a promotional video, in partnership with a local firm, to encourage donations to and support of YWCA programming.
- Students in Jessica McManus Warnell's *Business Ethics Field Project* course worked with executive staff at El Campito to install a new accounting software package, secured through a donation by a local firm, input data and train staff on appropriate use. Other students worked as visiting members of a program committee at Madison Center and Hospital to design and implement a series of workshops for survivors of domestic violence.

“One of the main challenges I have encountered in my accounting courses at Notre Dame is not the comprehension of the technical material but gaining an understanding of how the material learned in class will apply in the “real” business world. The community-based learning project facilitated my ability to make the connection between the classroom theory and the environment in which the YWCA of St. Joseph County operates. This project was a very positive and meaningful learning experience.” Kristin Drach, Accountancy Major, Class of 2008, S. Vera Munoz

APPENDIX A:

Sample MCOB Community-Based Learning Courses

Visit <http://mcobservice.nd.edu> for a complete listing, course descriptions and more information.

Accountancy

Tax Assistance Program & Tax Assistance
Program – Administrative Elements
Ken Milani

Accounting for Decision Making and Control
Margaret Shackell-Dowell

Accounting for Decision Making and Control
Sandra Vera-Munoz

Finance

ACCION
Carl Ackermann

Management/MIS

Advanced Leadership
Amy Colbert

Persuasion
Sandra Collins

Listening and Responding
Sandra Collins

Social Entrepreneurship
Jim Davis

MIS Capstone Projects
Robert Easley

Introduction to Entrepreneurship
David Hayes, John Fitzmartin

Systems Analysis and Design of Information
Systems
Daevon Sun

Strategic Project Management
Lee Krajewski

Social Entrepreneurship in the Developing
World: South Africa Internship/Jamaica
Internship
Melissa Paulsen, Jim Davis

Entrepreneurship in the Developing World:
Mexico/TIES Internship
Juan Rivera

Teaching Decision-Making
Joe Urbany

APPENDIX B:

MCOB Community Outreach Programs

Centers and Programs

Service Learning and Community Outreach

The coordination resource for applied, community-based learning initiatives for MCOB faculty, students and programs.

<http://mcobservice.nd.edu>

Gigot Center for Entrepreneurial Studies

The Gigot Center for Entrepreneurial Studies offers initiatives in Social Entrepreneurship and Micro Venturing, promoting the power of business to provide effective, sustainable solutions to social concerns. The Center offers national and international internships, courses, a Social Venture Plan Competition, and other community-based initiatives.

<http://www.nd.edu/%7Eentrep/>

Master of Non-profit Administration

Rooted in the Notre Dame tradition of academic excellence, the Mendoza College of Business MNA degree's mission is to develop exemplary leaders serving non-profit organizations. The program is designed for working individuals, and is typically completed between 14 and 50 months. Business Week ranked Mendoza's MNA program #1 in business ethics. <http://www.nd.edu/~mna/>

Tax Assistance Program

Since the early 1970s the Tax Assistance Program has assisted low-income individuals in preparing federal and Indiana state tax returns free of charge. The program also provides services to international students, foreign faculty, visiting scholars, and researchers. TAP is offered as a for-credit course to Notre Dame and St. Mary's students who work alongside Notre Dame faculty and certified public accountants.

<http://www.nd.edu/%7Etaptax/>

US-Mexico Training, Internships, Exchanges & Scholarships (TIES) Program

The TIES program is a partnership between the Universidad de Guadalajara, Notre Dame's Kellogg Institute of International Studies, and the Mendoza College of Business. The objective of the partnership is to develop the agricultural and business skills of small-scale farmers in Mexico. Professors from UG train at the Kaneb Center for Teaching and Learning and participate in a Notre Dame working group on the effect of NAFTA on rural development. ND faculty teach courses in rural development and marketing to UG graduate students, and the trained local professors will eventually succeed the Notre Dame professors.

<http://www.nd.edu/%7Ekellogg/TIES/>

Catholic Charities USA Program: From Mission to Service

The Mission-Based Leadership and Organization Development program is a two-part program designed exclusively for Catholic Charities organizations. The program is led by Notre Dame business and theology faculty, and also features national speakers.

<http://www.nd.edu/%7Ecba/cc/>

Student Internships

Entrepreneurship in the Developing World: Internship in Jamaica

The program pairs MBA students and recent graduates with not-for-profit organizations in the Kingston area. Interns use their entrepreneurial skills to develop business strategies that benefit local partners. Affiliates include Mustard Seed Communities, University of West Indies, and the St. Patrick Foundation.

<http://www.nd.edu/~entrep>

Entrepreneurship in the Developing World: South Africa Intern Program

This summer program sends interns to Cape Town, South Africa, where they spend June and July working with NGOs to help benefit the people of South Africa. Interns rely on their business experience and knowledge to help these NGOs improve services to their constituents.

<http://www.nd.edu/~entrep>

ACCION Internships

The ACCION program provides micro-lending to very small businesses, lending to street vendors without collateral, bakers with no credit history, etc. Interns work with program coordinators in Albuquerque, Atlanta, Boston, Chicago, Miami, New York, San Diego, and Texas and assist in all levels of program administration. The program is offered in collaboration with the Center for Social Concerns.

<http://mcobservice.nd.edu>

Extracurricular Activities

MBA Community Partners

All incoming MBA students participate in the day-long introduction to Community Partners during orientation. MBA students utilize data collected through extensive interviews with local corporate and nonprofit executives with the objective of facilitating mutually beneficial partnerships across sectors between organizations with shared missions and commitment, and to coordinate direct service opportunities for classmates through CP and other extracurricular activities.

Contact: Jessica McManus Warnell

MBA School, Inc.

The MBA Program and ND Law School work jointly with the South Bend Community School Corporation, providing academic and personal growth opportunities for children in the community, and also provide consulting services to schools. Graduate students work as classroom aides, tutors/mentors, and teach a decision-making course.

Contact: Joe Urbany

Net Impact

Net Impact is an organization of MBA students and professionals for socially responsible business. The mission of Net Impact is to broaden the field of ethics to include a range of issues related to responsible decision-making that can be integrated into every discipline in business, scholarship and practice.

Contacts: Jessica McManus Warnell and Oliver Williams, C.S.C.

MBA Community Service Committee

The MBA Community Service Club provides direct service opportunities to MBA students. Students are paired with various non-profit organizations to provide technical assistance and other support.

Contact: Kim Patton

Student Clubs

A variety of undergraduate and graduate student clubs volunteer and apply skills from the business functional areas with various organizations in the local community.

Assessment

Research in progress, sponsored by the Kaneb Center for Teaching and Learning, the Center for Social Concerns and the Institute for Ethical Business Worldwide examines longitudinal data from a representative group of MCOB undergraduate students to explore development of moral reasoning and other outcomes as they correlate with experiences in community-based learning and the ethics curriculum.

Contacts: Jessica McManus Warnell, Annie Cahill Kelly (CSC), Jay Brandenberger (Psychology)

APPENDIX C:

Sample Project Descriptions

Below are two examples of approaches that illustrate best practices – overviews allow for thorough introduction to the organization, concise and clear understanding of the project goals and associated outcomes. These descriptions should be provided at the start of class; many faculty then require students hand in a more thorough description of the project and required outcomes after their first meeting with their nonprofit partner; this ensures clear communication and understanding of shared goals.

Thanks to MCOB Professors Sandra Vera-Munoz and Margaret Shackell-Dowell for providing these sample best practice descriptions.

Sample 1:

Life Treatment Centers (LTC)

<http://www.lifetreatmentcenters.org>

1402 S. Michigan Street
South Bend, IN 46613

Contact person: Ms. Brenda Mast, Community Development Coordinator
Phone: 574-233-5433, ext. 205
Email: brendam@lifetreatmentcenters.org

Mission: LTC, a non-profit organization in South Bend, Indiana, operates with the vision of providing professional treatment services to indigent adults addicted to alcohol and other drugs. They help their clients lead healthier, more productive lives, free of chemical dependencies. The multifaceted chemical dependency treatment programs at LTC enable those who cannot afford to pay for treatment to have the opportunity to become a more integral part of the community.

Brief description of project (1):

Develop a budget for three halfway houses located in South Bend. The student team will analyze the revenues and expenses for the three facilities and then allocate the expenses in order to help the LTC determine how much it actually costs them to keep these three facilities up and running. In Fall 2005 a team of Notre Dame MBA students helped the LTC with budgeting.

Sample 2:

Margaret Shackell-Dowell's course web site, which includes pages specific to each of several service-learning course opportunities, provides specific guidelines, project goals and student responsibilities. Included are overviews of the service-learning approach, graphics and user-friendly tools for students, including links to the organization's web site. The web site is a resource for her students and maximizes project outcomes.

APPENDIX D:

Sample Forms

1. Confidentiality Agreement
2. Waiver/Emergency Contact Forms

CONFIDENTIALITY AGREEMENT

In consideration of my being selected for and being permitted to participate in a project that may include providing advice and assistance to a social service agency or volunteer organization, sponsored in part or whole by the Mendoza College of Business, I agree as follows:

- (1) I agree that I will treat in strict and absolute confidence all information received by me from any organization or person requesting assistance of the kind to be provided under this project. The only exceptions to this commitment will be another member of the project team, the faculty member and/or project director at the Mendoza College of Business, and the Mendoza Community-Based Learning Coordinator.
- (2) I agree that I will not recommend to any agency, organization, or individual requesting assistance the purchase of goods or services from sources from which I or other members of the project team or the sponsors may be interested. Nor will I accept fees, commissions, gratuities, or other benefits from any enterprise or individual I or another member of the project team may recommend to the organization or individual so requesting assistance.

[Include course name, faculty name; **Students sign and complete**]

STUDENT CONSULTING AGREEMENT

This Agreement relates to a prospective relationship between [ORGANIZATION NAME] (“the Company”) and students from the University of Notre Dame (“Students”) under which Students may from time to time offer advice or otherwise provide information to the Company as a part of the Students’ involvement in XXXXXX.

The Company understands and agrees that the Students are acting in the context of an educational experience and that they are not considered professionals for the purpose of rendering advice or counsel. The Company accepts full responsibility for any and all decisions undertaken on the basis of advice or information given by the Students and hereby releases the Students individually, as well as the University of Notre Dame du Lac, its Trustees, officers, employees, and agents, from any and all liability for damages or injury to person or property in any way related to or arising out of any information or advice received from the Students and acted upon by Company.

[Include course name, faculty name; **Students and Company sign and complete**]

APPENDIX E:

External Resources

Selected References

A resource library of materials on CBL in business courses, including articles specific to the various business functional areas, is available by request in 254 MCOB.

Austin, James. 2000. *The Collaboration Challenge: How Nonprofits and Businesses Succeed through Strategic Alliances*. San Francisco, CA: Jossey-Bass.

Bailey, James R., ed. *Academy of Management Learning and Education: Special Issue: Service-Learning*. Vol. 4 No. 3, September 2005.

Eyler, Janet and Dwight E. Giles. 1999. *Where's the Learning in Service-Learning?* San Francisco, CA: Jossey-Bass.

Hayes Godar, Susan. "Live Cases: Service-Learning Consulting Projects in Business Courses," *Michigan Journal of Community Service Learning*. Fall 2000, 126-132.

Jacoby, Barbara, et al. 2003. *Building Partnerships for Service-Learning*. San Francisco, CA: Jossey-Bass.

Klink, Richard R. and Gerard A. Athaide. "Implementing Service Learning in the Principles of Marketing Course," *Journal of Marketing Education*. Vol. 26 No. 2, August 2004.

Sagawa, Shirley. 1999. *Common Interest, Common Good: Creating Value Through Business and Social Sector Partnerships*. Harvard Business School Press.

Service-Learning on a National Scale: Campus Compact

www.campuscompact.org

Campus Compact, which counts Notre Dame as a founding member, is a coalition of more than 950 college and university presidents - representing some 5 million students - who are committed to fulfilling the public purposes of higher education. As the only national association dedicated to this mission, Campus Compact is a leader in building civic engagement into campus and academic life. Through the national office and network of 31 state offices, member institutions receive the training, resources, and advocacy they need to build strong surrounding communities and teach students the skills and values of democracy.

Campus Compact membership has grown by an average of 70 campuses per year over the past five years, a trend that reflects both an increased commitment to the civic purposes of higher education and greater awareness of the value of this work.

Internet Resources

Visit <http://mcobservice.nd.edu> for a thorough list of service-learning links.

The Notre Dame Center for Social Concerns is the service and community-based learning center of the University of Notre Dame. The Center works in collaboration with academic departments throughout the University as it sends students out into various service and experiential learning placements. With increasing faculty involvement, the Center is expanding the forum where Catholic social teaching can intersect with all the forms of knowledge found in the arts, sciences, professions, and other areas of scholarship.

<http://centerforsocialconcerns.nd.edu/>

Campus Compact offers a breadth of resources including course development grants and other funding opportunities for faculty. Resources available include:

Over 200 sample course syllabi listed by academic discipline.

Toolkits, monographs, and other publications to assist faculty in their service-learning and civic engagement efforts.

Discipline- and department-specific resources and training.

<http://www.campuscompact.org/>

The National Service-Learning Clearinghouse offers references and resources on service learning techniques and methodologies.

<http://www.servicelearning.org/>

The Michigan Journal of Community Service Learning (MJCSL) is a national, peer-reviewed journal consisting of articles written by faculty and service-learning educators on research, theory, pedagogy, and issues pertinent to the service-learning community.

<http://www.umich.edu/%7Emjcs/>

Make A Difference Michiana is a non profit agency that aspires to be the conduit that connects the resources of the community with the non profit organizations of Michiana. Resources allow “one stop shopping” for all things non-profit in Michiana. Resources include nonprofit profiles, volunteer opportunities, events and other useful tools.

<http://www.makeadifferencemichiana.org/>

Corporation for National Community Service “*The Corporation for National and Community Service engages Americans of all ages and backgrounds in service to help strengthen communities.*” This site includes information on Americorps, press releases, and grants and initiatives for service-learning.

<http://www.cns.gov/>

Students in Service to America Following their motto of “Engaging America's students in a lifelong habit of service,” SSA provides various links related to finding funding, national organizations, civic education resources, and other materials.

http://www.studentsinservicetoamerica.org/tools_resources/index.html

Beyond Grey Pinstripes, a biennial survey and ranking of business schools, spotlights innovative full-time MBA programs and faculty that lead the way in integrating issues of social and environmental stewardship into business school curricula and research. Top school profiles, including #5 ranked Mendoza College of Business, sample syllabi and other resources are available.

<http://www.beyondgreypinstripes.org>