

COMMUNITY-BASED LEARNING IN SCHOOLS OF BUSINESS—CONSIDERATIONS AND GUIDING PRINCIPLES

Maureen Snow Andrade, Utah Valley University

ABSTRACT

Many higher education institutions have designated centers to support training and logistics for community-based learning (CBL). However, some reports indicate that the number of students enrolled in these courses is relatively low. Limited information is available regarding the extent to which CBL has been implemented in schools of business or specific considerations for its use in this context. The purpose of this article is to examine the current status and relevance of CBL in schools of business and offer an overview of issues and principles to guide implementation and practice. The article illustrates effective practice by providing an example of a CBL initiative in a school of business focused on engaged learning. Overall, the review indicates a lack of recent information specific to CBL practice in business schools and establishes a foundation on which to base future research.

Key Words: service learning, community-based learning, schools of business, high impact practices

INTRODUCTION

Many universities have designated centers and even multiple-unit coordination to support training and logistics for community-based learning (CBL). In spite of this, only 17% of Campus Compact members surveyed indicated that 10-25% of their graduates had taken at least one service-learning course with another 10% indicating that 26-50% had taken one or more courses (Campus Compact, 2016). This raises the question as to the degree to which CBL has become institutionalized, or “central to the mission, policies, and day-to-day activities of universities (Taylor & Kahlke, 2017, p. 138).

Even less is known about the extent to which CBL has been implemented in schools of business or specific considerations for its use in this context. The Campus Compact organization, a coalition of over 1,000 higher education institutions committed to campus-community partnerships to enhance teaching, scholarship, and the public good, has not tracked data on institutional type since 2010. In that year, results indicated that 35% of students in institutions self-identified as business schools participated in some type of service activities (in contrast with professional schools at 38%, liberal arts schools at 39%, and faith-based institutions at 57%). The results also indicated that only 7% of faculty members in business institutions taught a service-learning course, which was also the national average.

It is unknown what percentage of students and faculty members participate in CBL in schools of business within various institutional types (e.g., research institutions, land grant schools, community colleges, faith-based institutions, historically black institutions, technical schools, and so forth). Previous survey results indicated that 46% of Campus Compact members utilized service learning in business courses (Campus Compact, 2004). Although some indicate that business schools are behind other disciplines in the use of service learning (Manolis & Burns, 2011), this is difficult to substantiate due to the absence of recent data.

The lack of current information about CBL practice and the extent of CBL adoption in schools of business is a critical gap. To set a foundation for filling the gap, this article examines what is currently known regarding CBL in schools of business as well as considerations for its use. The discussion focuses on principles that may be helpful to guide CBL practice in business schools and shares an example of a school of business that illustrates effective practice. While the focus is on schools of business, and much of the literature cited is situated in that context, other CBL literature is drawn upon with the goal of helping to inform current practice in business schools.

In this paper, *service learning* and *CBL* are used interchangeably to refer to partnerships between universities and the community aimed at helping students apply their learning and gain real-life experience. “There is no single definition or name to describe the role that public and community engagement play within the taught curriculum. . . . Service-Learning, community-based learning, civic learning, scholarship of engagement, learning-linked volunteering are all frequently used terms by academics and practitioners” (University of Bristol, 2017, para. 3).

CBL IN SCHOOLS OF BUSINESS – THE STATUS QUO

Extensive foundations have been established for CBL in higher education (e.g., see Eyler et al., 2001 for a discussion of student learning outcomes; Farber, 2011 and Olberding, 2012 for information on civic engagement outcomes; Hicks et al., 2015, Stanlick & Sell, 2016, Olberding & Hacker, 2016, and Whitney et al., 2016, for the role of community partners; Kupka et al., 2014 for community impact data; Andrade & Westover, 2020 for an examination of community partners’ perceptions of student competences; and Goodman et al., 2018 for research on student reflections). An extensive review of this literature is beyond the scope of this paper. Certainly, schools of business and the faculty within them can gain much from applications of CBL research in other disciplines. However, the purpose of this article is to determine what is known about the extent to which CBL has been implemented in schools of business and to draw lessons from the literature to make recommendations for practice.

A search for relevant studies was conducted using Business Source Premier and Academic Search Ultimate, both of which utilized “OneSearch,” which accesses multiple databases. Search terms included the following: service learning, community-based learning, and schools of business. Articles were selected that focused on CBL practice in business schools specifically rather than on CBL generally or how individual business faculty implement CBL in their courses. The timeframe searched was 1990-2021 with an emphasis on research conducted

within the last 10 years. These methods were designed to fit the purpose of the study, which is to identify practices related to CBL adoption and use in schools of business.

In spite of research on a variety of aspects of CBL in higher education, the review determined that limited information is available about how schools of business support and embed CBL. The *Journal of Management Education* published a special issue in 2010 on service learning; however, the focus was on *how to* articles representing the implementation of service learning in management courses (Kenworthy, 2010) rather than an examination of the extent to which schools of business are implementing CBL and achieving desired outcomes for student learning and career preparation. No special journal issues on CBL in business and management education have been published since this time nor have Campus Compact surveys tracked information specific to schools of business since the 2004 and 2010 data cited in the introduction.

This results in current researchers making claims about the status of CBL in schools of business based on dated information. For example, a recent study cites research from 1996, 2005, and 2006 to conclude that service learning is soft-funded, time-consuming, and detrimental to tenure (e.g., see Halberstadt et al., 2019). Another study claims that business schools lag behind other disciplines in the adoption of CBL (Manolis & Burns, 2011). These types of claims are extremely difficult to support due to the lack of recent data on these topics. As such, more research and information is needed about CBL adoption in schools of business and related practices.

While this article does not specifically address the lack of data on the extent to which CBL is in use in schools of business or its effectiveness in that context, it does establish the need for this information and reviews what is currently known about CBL in schools of business in order to establish a foundation for future research. It also provides key considerations and guiding principles based on this literature as well an exemplar to demonstrate how one particular school of business embedded CBL into its culture in alignment with institutional goals.

RATIONALE FOR CBL

High impact practices (HIPs) in higher education typically include community and service learning, learning communities, writing intensive courses, internships, capstone experiences, undergraduate research, diversity/global learning, collaborative assignments, common intellectual experiences, first-year seminars, and ePortfolio (Kuh, 2008; Kuh & O'Donnell, 2013; Kuh et al., 2017). HIPs are associated with deep learning, which involves the ability to draw conclusions, synthesize ideas, connect new knowledge with previous learning, reflect on learning, and apply concepts to real-life (Finlay & McNair, 2013). Students participating in HIPs report gains in general learning (e.g., written and oral communication, critical thinking); practical competence (e.g., work-related knowledge, working with others; technological, quantitative, and problem-solving skills); and personal and social development (e.g., values and ethics, self-understanding, understanding others, civic engagement, independent learning, contributing to community, and spirituality) (Finlay & McNair, 2013).

In spite of students reporting learning gains as a result of participating in HIPs, evidence suggests that higher education institutions are not preparing students with the skills that employers expect such as effective oral and written communication, teamwork, and critical thinking skills, the ability to work with those different from themselves, or to apply academic concepts to real life (Hart Research Associates, 2015, 2018). Certainly, community-based partnerships formed as part of CBL initiatives can provide insights for how faculty and community partners can collaborate as co-educators to effectively mentor students and facilitate the development of these cross-cutting skills.

Specific to management and business education, two shortcomings have been identified—curricular disciplinary isolation resulting in limited exchange of ideas, and poor preparation of students for authority positions (DiPodova Stocks, 2005). The first can be addressed by expanding practice to service learning across sectors rather than focusing primarily on only for-profit organizations (DiPodova Stocks, 2005). The solution to the second, particularly abuse of authority and power, is to stop isolating students from the real-world and provide them with opportunities to question their assumptions about those different from themselves (DiPodova Stocks, 2005). CBL has the potential to address both of these issues; it helps students understand and learn from people in a range of contexts and develop the ability to work with those different from themselves.

In addition to being the means of addressing curricular shortcomings, CBL is accounted for in accreditation standards for schools of business, such as those of AACSB International, which calls for curricula that fosters and encourages “innovation, experiential learning, and a lifelong learning mindset” and which has a “positive societal impact” (2020, p. 37). The standards emphasize “learner engagement between faculty and the community of business practitioners” (p. 39), such as service learning, internships, and other high impact practices. Although not all schools of business are accredited through AACSB, all share the goal of preparing students for the world of work. Management and business educators emphasize an experience-based pedagogy that helps students deal with ambiguity and change, not only through classroom practices with case studies and teamwork, but by examining messy, real life problems (Zlotkowski, 1996). Such experiences help students develop the cross-cutting skills that are highly valued in the workplace.

Just over half of Campus Compact survey respondents indicated that their institutions identify specific student outcomes for community engagement (51%). For these respondents, the outcomes cover a range of areas including critical thinking (80%), civic or democratic learning (77%), engagement across difference (77%), global learning (64%), and social justice orientation (62%) (Campus Compact, 2016). This identification of outcomes associated with CBL as well as research on HIPs and business school accreditation standards strongly supports the premise that CBL helps students develop the skills valued by employers and prepares them for success in their future professions.

Given the gap in the ability of higher education institutions to graduate students with appropriate levels of non-disciplinary employer-valued skills (e.g., communication, teamwork, critical thinking, application of knowledge to real life; e.g., see Hart Research Associates, 2015, 2018), the potential for CBL to help students develop these skills, and the call to action by

business accrediting agencies to build programs that involve engagement with the community, current data on CLB practice in schools of business is critically needed to determine the status quo and identify areas for improvement. In the interim, the literature does provide helpful considerations for the implementation of CBL and associated principles that can guide effective implementation.

CONSIDERATIONS FOR USE

In order to realize the benefits associated with CBL, schools of business must consider issues related to its implementation and adopt appropriate strategies. This discussion focuses on two specific areas—the faculty and the community partner.

The Faculty

A key consideration for successful implementation of CBL in schools of business is the faculty. Lack of competence (Eisen & Barlett, 2006), increased workload (Boice, 1990), preference for discipline-based research (Haas & Keeley, 1998), fear of student acceptance (Boice, 1990), and the absence of rewards (Davidson-Shivers et al., 2005) are common concerns related to the adoption of new educational practices. Faculty members may have difficulty accepting pedagogical innovations, such as CBL, due to not understanding its purpose, believing that it interferes with teaching or violates academic freedom, or discomfort with approaches currently in use (Koslowski, 2006). Motivations for adopting CBL include alignment with teaching goals, commitment, prior experience, and institutional support and rewards (O'Meara, 2013). Schools of business must adopt strategies that build on these motivations.

In order to transform higher education so that it is “centrally engaged in the life of its local communities” and that the “core missions of academia—teaching, scholarship, and service” (Heffernan, 2001, p. 6) are re-oriented toward community transformation, Heffernan (2001) identifies three areas of transformation related to the faculty role:

Pedagogy is transformed to that of engaged teaching, connecting structured student activities in community work with academic study, decentering the teacher as the singular authority of knowledge, incorporating a reflective teaching methodology, and shifting the model of education, to use Freire's distinctions, from “banking” to “dialogue.”

Scholarship of engagement is oriented toward community-based action research that addresses issues defined by community participants and that includes students in the process of inquiry.

Service is expanded beyond the confines of department and college committees and professional associations to the offering of one's professional expertise (p. 6).

Consideration of these core missions to focus on the larger community is central to the transformation needed to help students develop needed skills and apply academic knowledge. It focuses faculty work on “positive societal impact” (AACSB, 2020, p. 37).

Faculty commitment to CBL depends on the environment and the degree to which CBL is valued by leaders (Lewing, 2019). This support is reflected in four underlying conditions that have been identified for faculty support: clear communication of goals that are aligned with faculty values, opportunities to develop expertise with a reasonable investment of time, on-going administrative support, and rewards for participation, primarily intrinsic (Furco & Moely, 2012). A foundational principle for expanding faculty participation is to “make intentions clear through mission statements, reward system criteria, and infrastructure support that either provides resources or helps create efficiencies of time” (Demb & Wade, 2012, 362-363). Support is critical to the success of CBL, particularly helping faculty members with community partner identification, agreements, and other logistics (Demb & Wade, 2012).

To effectively embed CBL into schools of business, resources and recognition play a key role, particularly when research expectations are high (Lewing, 2019). Accreditation and tenure processes have been identified as limiting the implementation of CBL in schools of business due to pressures to publish discipline-based research and the time intensive nature of CBL (Leigh & Kenworthy, 2018; Pearce, 2016). Faculty will spend their time on what counts the most. AACSB International (2020) emphasizes scholarship aimed at solving real-world issues. Specifically, the standards indicate the need for “exemplars of basic, applied, and/or pedagogical research that have had a positive societal impact” (p. 50). This clearly provides support for CBL- and pedagogy-related research. Even in schools of business not accredited by professional bodies, these guidelines may provide helpful in discussions on tenure policy and related expectations. Scholarship on teaching and learning is widely accepted with many business and management journals focused on business education; however, school rankings may play a role in tenure policy in some contexts.

Transformation related to CBL is particularly effective when initiated and led by the faculty. Such grass roots movements may begin with a single faculty member. This is the case with the Bentley College service-learning project where 25% of the full-time faculty adopted service learning impacting 3,000 students (Kenworthy, 1996). Lessons learned from this project include having a core team of advocates or early adopters, administrative support, effective communication, recognition for service learning in the tenure process, faculty training and awards, community partner workshops, cross-department collaboration (e.g., linking business and liberal arts courses), an evidence-based curricular design model, reflection and evaluation, leveraging success, reinforcing the theme of social responsibility in campus events, community volunteerism, and on-going learning from experience. The Bentley project is a model for service learning in management education (Salimbene et al., 2005). It helps students move from theory to application, address complex real-life issues, and develop managerial skills; it also illustrates the power of the faculty and the role of administrators to enable transformation.

In this case of effective CBL implementation, evidence of the use of change models is apparent; such models help facilitate change in organizational culture and increase the likelihood of lasting change. In the faculty-led Bentley project, several elements of Kotter and Cohen’s

(2002) eight step model for change can be identified such as create a sense of urgency, form a guiding team, get the vision right, communicate for buy-in, empower action, create short-term wins, do not let up, and make change stick. While some advocate for the use of data to convince, Kotter and Cohen believe that helping stakeholders see how stakeholders are experiencing an organization's processes and products is more convincing. Experts in CBL agree: "It is . . . naive for service-learning advocates to believe that a large number of academics will be persuaded to accept service-learning simply because data show it to have a statistically significant impact on any particular student outcome" (Butin, 2006, p. 489). Schools of business seeking to embed CBL into their culture should be guided by a change model.

Centers and support staff focused on CBL can help address potential barriers experienced by faculty members. In one study, faculty members new to service-learning experienced emotional contagion as the result of students' positive and negative reactions, being encouraged or discouraged accordingly (LeCrom et al., 2016). They also experienced negative emotions due to increased administrative tasks. However, formal and informal support, such as staff assistance and connecting with colleagues helped buffer negative emotions. This demonstrates that success is motivating, particularly when faculty members see the benefits of student engagement; however, a lack of success and a heavy workload are demotivating. Thus, a key strategy for building support is to ensure that needed structures are in place for developing and implementing CBL initiatives.

Overall, service learning is more likely to be institutionalized when it emphasizes students' academic development (Serow et al., 1996) and is aligned with faculty values and commitments. Faculty members are a significant factor in the success of CBL initiatives. "Presidents may dream visions and vice presidents may design plans, and deans and department heads may try to implement them, but without the support of the faculty members, nothing will change" (Bates, 2000, p. 95).

The Community Partner

In addition to faculty considerations, community partner relationships are critical to the success of CBL in schools of business. In this context, community partners can and should include both for-profit and non-profit organizations as appropriate to learning or research objectives as well as community needs. CBL in schools of business can include internships, team consulting projects, or class or individual projects related to the needs and goals of the partners.

Perspectives on the role of community partners has evolved from one in which the community was viewed as a learning laboratory (e.g., as serving the institution and providing students with practical experience) to seeing the community as a source of learning (interview with Barbara Holland as cited in Kenworthy U'Ren et al., 2006). The latter involves faculty and community partners identifying individual and collective goals and creating situations in which these can be achieved. The relationship among stakeholders in CBL is often referred to as *reciprocity*, or the collaboration of students, faculty, the institution, and community partners for equal benefit (Workman & Berry, 2010). A related term is *transformative reciprocity*, which emphasizes collaboration aimed at transforming participants (Jameson et al., 2010).

These reciprocal relationships involve the faculty member and community partner helping students develop practical knowledge and skills and students sharing academic knowledge with the partner through the application of theories and concepts. The institution supports all of the stakeholders with resources, training, and coordination. As such, service learning is characterized as a co-learning environment (Konwerski & Nashman, 2008). Community partners have opportunities to observe students in action and can encourage them to openly share their thoughts and perspectives (Darby, 2016). By encouraging discussion and reflection on students' interactions with diverse clients, for example, partners can increase students' awareness of social issues and how to work with people different from themselves (Darby, 2016), thereby helping them develop a key skill for future employment.

To encourage the development of effective reciprocal relationships, the school of business and faculty member must focus on what community partners need as opposed to narrowly defined class projects or a faculty member's research interests (Hicks et al., 2015; Stanlick & Sell, 2016; Whitney et al., 2016). Students can also be involved in determining goals and projects (Hicks et al., 2015; Kliwer 2013; Meens, 2014; Mitchell, 2008; Saltmarsh et al., 2009). Each participant needs to be "empowered to be an originator or a follower, a teacher or a student, on any given idea or collaboration" (Hicks et al., 2015, p. 108). Community partners stress the need for balance among involved parties and want to contribute project ideas (Harrington, 2014).

Partnerships between schools of business and community partners face a number of logistical challenges. Community partners may be unfamiliar with CBL and their role. Similar to faculty members' concerns over increased workload, community partners may feel that the time needed to participate as co-educators is demanding and results in inefficiencies (Harrington, 2014). They may feel that the time needed to manage student projects is not commensurate with the value of what they receive (Edwards et al., 2001). The short-term nature of projects may limit the ability of students and faculty to address the real needs of the community partner (Hicks et al., 2015; Harrington, 2014). A lack of continuity can also be a problem with students coming and going each semester, resulting in incomplete projects or projects that never get started, and a lack of communication between previous student participants and new participants. Students' busy schedules may cause communication problems (Budhai, 2013). Additionally, the results of studies are sometimes not shared with the community partner (Harrington, 2014).

Effective partnerships with the community entail "beginning with a clear commitment to discovering a community's capacities and assets" (Kretzmann & McKnight, 1993, p. 1). This is in contrast to a deficiency-oriented approach where universities focus on problems and how an institution's services and research can solve these problems. The asset approach emphasizes taking an inventory of the assets and skills of individuals and organizations within a community rather than conducting a needs analysis. Although the asset approach has focused primarily on local urban neighborhoods, the principles apply to the broader role of CBL. Louisiana State University (2013) recommends the PARE model for forming community partnerships:

Prepare—define expectations, determine responsibilities and goals, discuss possible risks, determine the number of student participants, decide on timelines and deliverables,

obtain information on the organization's mission and culture, provide a copy of the course syllabus

Act—designate an on-site supervisor, clarify goals and responsibilities with students, sign up or be assigned to a project, provide orientation to the course and the community organization, review risk management, supervise and monitor, hold students accountable

Reflect—require opportunities to discuss, write, and critically examine learning, involve partners in these opportunities

Evaluate—obtain feedback from the community partner, measure goal achievement, complete surveys or evaluations as required

A guide such as this, accompanied by forms or checklists to structure setting up the partnership, helps address the challenges identified and leads to lasting, reciprocal relationships.

As noted in the model, community partners should be involved in evaluation processes. Partners' perceptions of students' professional competencies (e.g., understanding a problem, attitudes, sense of responsibility, teamwork, and professionalism) influence their views of quality, value to the organization, and future participation (Andrade & Westover, 2020). While community partners are generally willing to work with students, their experience with students and their perceptions of benefits predict future participation (Baker-Boosamra et al., 2006). Studies have determined the importance of being clear about objectives and expectations, practicing effective communication, and emphasizing academic content and reflection across stakeholder groups (Appe et al., 2016). Obtaining an evaluation of projects and those involved from the community partner is critical in ascertaining their effectiveness and making needed improvements.

These studies demonstrate what can be learned from community partners. For partnerships to be truly reciprocal, the community partner must be involved in design, implementation, and evaluation and not be a passive participant (Appe et al., 2016). Collaborative research in which participants are involved in identifying problems, research questions, methods, and other aspects is another important feature of CBL (Crabtree, 2008). A lack of community partner voices is detrimental for continued implementation of service learning and sustainable partnerships (Shalabi, 2013) and may be harmful to the community (Baker-Boosamra et al., 2006). Community partner voices must be reflected in the processes, evaluation, and refinement of CBL. Overall, further research is needed on community partners' perspectives (Tinkler et al., 2014; Vogel & Seifer, 2011). Schools of business can play a key role in this research by developing and documenting effective practices for community partnerships.

GUIDING PRINCIPLES

To enable the effective implementation of CBL in schools of business and the achievement of associated learning outcomes, two models are next presented to guide discussion, implementation, and evaluation.

The WE CARE model identifies six criteria for successful CBL initiatives in business education: “**W**elcomed by faculty members, **E**vidence-based as a result of thorough preparation

and integration into a course, Complementary in terms of adding value to each course, Action-oriented involving students in tangible real-world projects with associated goals and outcomes, Reciprocal in nature, and Epistemic with the aim of increasing students' cognitive abilities" (Kenworthy-U'Ren & Peterson, 2005, p. 272). This model focuses primarily on pedagogical considerations but also has implications for leading CBL initiatives and for supporting faculty. Research is needed to demonstrate how the model has been applied in actual practice.

An additional framework that could be effectively used by schools of business to guide CBL initiatives and determine the extent to which are effective is Furco's (2002, 2003) self-assessment rubric consisting of the following categories.

Philosophy and mission—defining service learning, inclusion in strategic planning, alignment with institutional mission and with educational reforms

Faculty support and involvement—knowledge and awareness, involvement and support, leadership, incentives and rewards

Student support and involvement—awareness, opportunities, leadership, incentives and rewards

Community participation and partnerships—awareness, mutual understanding, voice and leadership

Institutional support—presence of a coordinating entity and a policy-making entity; staffing, funding, administrative support, departmental support, evaluation and assessment

The five criteria listed are embedded into a rubric which outlines three stages (critical mass building, quality building, and sustained institutionalization) with descriptors for each stage of the six dimensions. The goal of the rubric is to facilitate discussion with recognition that some dimensions may be more salient to a particular context than others and that components may need to be added (Furco, 2002). The rubric can help schools of business develop and measure the effectiveness of an action plan for CBL. Like any change effort, embedding CBL into organizational culture takes time and on-going effort. Once again, information is needed on how this is being accomplished in schools of business.

AN EXEMPLAR

When implementing CBL, institutions should consult research, promising practices based on others' experiences, and guiding principles, and determine how these can most effectively be adapted to their contexts. They should also consider change models to inform their approaches such as Kotter and Cohen's (2002) mentioned previously. The implementation of CBL is an iterative process as institutions learn from their own and others' experiences. The example of Utah Valley University (UVU) illustrates how one school of business embedded CBL into its organizational culture in support of larger institutional goals. The example demonstrates how to enable and institutionalize change.

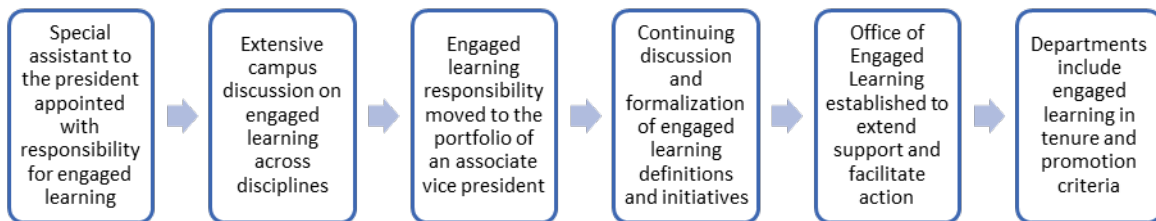
UVU was granted the Carnegie elective classification for community engagement in 2008 with a successful renewal in 2015. The classification reflects “collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity” (Brown University, 2020, para. 1). Available in the U.S. since 2006, the classification is also being piloted internationally based on an initial proof of concept in Ireland and subsequent feedback on how to adapt the standards for international use (Brown University, 2020).

The initial awarding of the elective Carnegie community engaged classification at UVU was based on what was in place at the university; however, the classification and its renewal have provided impetus for further exploration and embedding of related philosophies, values, and practices throughout the university. As a result, on renewal of the classification, the Carnegie Foundation made the following statement:

Your application documented excellent alignment among campus mission, culture, leadership, resources, and practices that support dynamic and noteworthy community examples of exemplary institutionalized practices of community engagement. The application also documented evidence of community engagement in a coherent and compelling response to the framework’s inquiry” (Utah Valley University, 2020a, para. 2).

This achievement was the result of years of work throughout the university. See the overview of key milestones, particularly related to structure, in Figure 1.

Figure 1
Key Milestones in Institutionalizing CBL



The Office of Engaged Learning at UVU, which has primary responsibility for CBL, has evolved over time in terms of its responsibilities and initiatives. Overseen by an associate vice president in academic affairs, its primary purpose is to identify institutional strategies and facilitate innovative practice. Key areas of oversight include internships, community engagement, global and intercultural engagement, undergraduate research, engaged curriculum, and a field station for research and student projects. A key strategy has been obtaining grants and funding opportunities to enable innovations across the university. Funding schemes have been

developed to support the implementation of high impact learning with a focus on supporting diverse students and student persistence, undergraduate summer research, and *green* grants for junior faculty to encourage engaged teaching and learning and support tenure (green is the university's color and also reflects the novice status of junior faculty members). Grants involve faculty-student collaboration and emphasize sustainable and impactful engaged learning projects (e.g., they must involve multiple course sections and affect a significant number of students).

One noteworthy accomplishment of the Office of Engaged Learning is the development of an engaged learning instrument which measures the efficacy of course design. Results demonstrate a connection between academic engagement and student grades and retention (Utah Valley University, 2020c). The Center for Social Impact, which reports to the Office of Engaged Learning, provides resources, funding, and training for curricular, co-curricular, and extra-curricular initiatives. It directly supports the 170 service-learning designated courses offered, impacting approximately 8,000 students each year. Fellowships with stipends provide skill development for faculty members, and a service-learning quality assessment instrument guides course redesign (Utah Valley University, 2020b).

The mission statement and strategic plan of the Woodbury School of Business at UVU reflects the community engaged mission of the institution. The mission, "*Through exceptional business education, we help students become successful professionals who build our community,*" is operationalized through the strategic plan. Strategic plan goals include maximizing student improvement through engaged learning, helping students obtain and succeed in careers aligned to their goals, producing research that improves business education and practice, and serving the community through increased efficiency and inclusive outreach. These goals reflect the university's core themes of *engage*, *include*, and *achieve*. To achieve strategic plan objectives, the school of business provides grants and resources in addition to those available from the university to support engaged teaching and learning. Faculty innovations are funded through a competition called *Whale Tank*, modelled after a popular television show, and recognition occurs through tenure and promotion as well as from the dean, who calls attention to noteworthy faculty achievements (Andrade, 2020). An overarching theme for engaged learning in the school of business is referred to as Delta, or "maximizing student improvement through engaged learning" (Andrade, 2020, p. 4).

In this exemplar institution, CBL is central to the mission, and as such, has been embedded into processes, policies, and practice both at the institutional level and within the school of business. In this way, over a period of time and through positive reinforcement and enabling structures, CBL (e.g., engaged learning in the UVU context) has become part of the culture. Additional examples of schools of business that have effectively implemented CBL in order to transform business and management education are needed to demonstrate how to prepare students for what has been called an unscripted future that "involves rapid change, global factors, a need to develop soft skills, and the pressure to remain current (particularly given the rapid rate at which information is created, and subsequently becomes outdated)" (Kenworthy & DiPadova-Stocks, 2010).

CONCLUSION

CBL is well-established as a high impact practice with much potential to help students in schools of business develop employer-valued skills. Researchers and practitioners have identified a variety of considerations as well as principles to guide effective CBL implementation in schools of business and generally. The review of literature in this article, however, has demonstrated that research and documentation regarding the extent to which CBL has been implemented in schools of business and effective practices for doing so is dated or has not yet been collected or examined.

It should be acknowledged that “compared to other pedagogy, service-learning takes additional time from all participants and is difficult to do. It requires commitment on the part of the faculty member, institutional administration, community partner, and students” (Kenworthy-U’Ren et al., 2006, p. 123). This article has identified key considerations to illustrate how leaders and administrators in school of business can effectively lead CBL initiatives. It sets a foundation for further research.

While much progress has been made generally regarding the validity of CBL for enhanced student learning, further opportunity exists to investigate and improve on current practices. In particular, the exploration of considerations and guiding principles in this article indicates the importance of further examination of CBL practices in schools of business to determine the status quo and identify future directions, including exemplary practices and innovations that go beyond the course level to transform practice and prepare students for the 21st century.

REFERENCES

- Andrade, M. S. (2020). Utah Valley University: A continuing culture of transformation. *Journal of Management Inquiry*, 29(2), 1–5. <https://doi.org/10.1177/1056492619860593>
- Andrade, M. S., & Westover, J. H. (2020). Student professional competencies as perceived by community service learning partners. *Journal of Community Engagement and Higher Education*, 12(3), 19–32.
- Appel, S., Rubaii, N., & Stamp, K. (2016). International service learning in public and nonprofit management education. Reflections from multiple stakeholders and lessons learned. *Journal of Nonprofit Education and Leadership*, 6(1), 3–24. <http://dx.doi.org/10.18666/JNEL-2016-V6-I1-7200>
- AACSB International. (2020). *2020 guiding principles and standards for business*. <https://www.aacsb.edu/accreditation/standards/business>
- Baker-Boosamra, M., Guervara, J. A., & Balfour, D. L. (2006). From service to solidarity: Evaluation and recommendations for international service-learning. *Journal of Public Affairs Education*, 12(4), 479–500.
- Bates, A. W. (2000). *Managing technological change: Strategies for college and university leaders*. San Francisco, CA: Jossey-Bass.
- Brown University. (2020). *College & university engagement initiative. International pilot*. <https://www.brown.edu/swearer/carnegie/international-pilot>
- Budhai, S. S. (2013). Two sides to every story: Exploring community partners’ perspective of their service learning experiences. *Journal for Civic Commitment*, 20(1), 1–13.
- Boice, R. (1990). Faculty resistance to writing-intensive courses. *Teaching of Psychology*, 17(1), 13–17.
- Butin, D. W. (2006). The limits of service-learning in higher education. *The Review of Higher Education*, 29(4), 475–498. <https://wwb.wisc.edu/wp-content/uploads/2015/04/Limits-of-Service-Learning.pdf>

- Campus Compact. (2004). 2004 *annual membership survey*. <https://compact.org/resource-posts/2004-annual-membership-survey/>
- Campus Compact. (2010). 2020 *annual membership survey results executive summary*. <https://kdp0143vw6z2dlw631if5-wpengine.netdna-ssl.com/wp-content/uploads/large/2015/04/2010-Annual-Survey-Exec-Summary-1.pdf>
- Campus Compact. (2016). *Revitalizing our democracy: Building on our assets. 2016 annual member survey executive summary*. https://kdp0143vw6z2dlw631if5-wpengine.netdna-ssl.com/wp-content/uploads/large/2017/03/campus_compact_executive_summary_2016_final3-2-1-2-1.pdf
- Crabtree, R. D. (2008). Theoretical foundations for international service learning. *Michigan Journal of Community Service Learning*, 15(1), 18–36. <https://files.eric.ed.gov/fulltext/EJ831380.pdf>
- Darby, A. N., Ward-Johnson, F., & Cobb, T. (2016). The unrecognized co-educator in academic service-learning: Community partners' perspectives on college students service diverse client populations. *Partnerships: A Journal of Service-Learning & Civic Engagement*, 7(1), 3–15. *Academy of Management Learning and Education*, 4(3), 345–353.
- Boice, R. (1990). Faculty resistance to writing-intensive courses. *Teaching of Psychology*, 17(1), 13–17.
- Brown University. (2020). *Community engagement*. Swearer Center. <https://www.brown.edu/swearer/carnegie/about#:~:text=Community%20engagement%20describes%20collaboration%20between,context%20of%20partnership%20and%20reciprocity>
- Davidson-Shivers, G. V., Salazar, J., & Hamilton, K. M. (2005). Design of faculty development workshops: Attempting to practice what we preach. *College Student Journal*, 39(3), 528–539.
- Demb, A., & Wade, A. (2012). Reality check: Faculty involvement in outreach & engagement. *Journal of Higher Education*, 83(3), 337–366.
- Edwards, B., Mooney, L., & Heald, C. (2001). Who is being served? The impact of student volunteering on local community organizations. *Nonprofit and Voluntary Sector Quarterly*, 30, 444–461. <http://dx.doi.org/10.1177/0899764001303003>
- Eisen, A., & Barlett, P. (2006). The Piedmont Project: Fostering faculty development toward sustainability. *The Journal of Environmental Education*, 38(1), 25–35.
- Eyler, J. S., Giles, D. E., Stenson, C. M., & Gray, C. J. (2001). *At a glance: What we know about the effects of service-learning on college students, faculty, institutions, and communities, 1993-2000* (3rd ed). Corporation for National and Community Service. <http://www.compact.org/wp-content/uploads/resources/downloads/aag.pdf>
- Farber, K. (2011). *Change the world with service learning: How to organize, lead, and assess service-learning projects*. Plymouth, United Kingdom: Rowman and Littlefield Education.
- Finlay, A., & Brown McNair, T. (2013). Assessing underserved students' engagement in high-impact practices. Washington, DC: Association of American Colleges and Universities. <https://www.aacu.org/assessinghips/report>
- Furco, A. (2002). *Self-assessment rubric for the institutionalization of service-learning in higher education*. Berkeley, CA: University of California. <https://talloiresnetwork.tufts.edu/wp-content/uploads/Self-AssessmentRubricfortheInstitutionalizationofService-LearninginHigherEducation.pdf>
- Furco, A. (2003). Self-assessment rubric for the institutionalization of service-learning in higher education Berkeley: University of California. http://www.clevelandstatecc.edu/content/uploads/pdf/IRE-5B29_FURCO_Rubric-08_Final.pdf
- Furco, A., & Moely, B. E. (2012). Using learning communities to build faculty support for pedagogical innovation: A multi-campus study. *The Journal of Higher Education*, 83(1), 128–153.
- Goodman, E., Westover, J. H., Workman, L., & Andrade, M. S. (2018). A model of student learning: A cross-disciplinary examination of student reflections of service-learning experiences. *Experiential Learning & Teaching in Higher Education*, 20(1), 26–46.
- Haas, P. F., & Keeley, S. M. (1998). Coping with faculty resistance to teaching critical thinking. *College Teaching*, 46(2), 63–68.

- Harrington, K. (2014). Addressing the impacts of service-learning on communities: A recommendation report. https://servicelearning.uga.edu/sites/default/files/harrington_costa_rica_recommendation_report_2014.pdf
- Hart Research Associates (2015, January). *Falling short? College learning and career success*. Washington, DC: Association of American Colleges and Universities. <https://www.aacu.org/sites/default/files/files/LEAP/2015employerstudentsurvey.pdf>
- Hart Research Associates. (2018, July). *Fulfilling the American dream: Liberal education and the future of work*. Washington, DC: Hart Research Associates. <https://www.aacu.org/sites/default/files/files/LEAP/2018EmployerResearchReport.pdf>
- Heffernan, K. (2001). *Service-learning in higher education*. <https://pdfs.semanticscholar.org/9649/1dcd7713c02ec6718f56d4d435169b42e883.pdf?ga=2.77236437.1965610142.1593311382-201351780.1593311382>
- Hicks, T., Seymour, L., & Puppo, A. (2015). Democratic relationships in service-learning: Moving beyond traditional faculty, student, and community partner roles. *Michigan Journal of Community Service Learning*, 22(1), 105–108.
- Jameson, J. K., Clayton, P. H., & Jaeger, A. J. (2010). Community engaged scholarship as mutually transformative partnerships. In L. Harter, J. Hamel-Lambert, & J. Millesen (Eds). *Participatory Partnerships for Social Action and Research* (pp. 259–277). Dubuque, IA: Kendall Hunt.
- Kenworthy, A. L. (1996). Linking business education, campus culture and community: The Bentley service-learning project. *Journal of Business Ethics*, 15(1), 121–131.
- Kenworthy-U'Ren, A. L., & Peterson, T. (2005). In the hands of us all. *Academy of Management Learning & Education*, 4(3), 354.
- Kenworthy-U'Ren, A.L., Petri, A., Taylor, M. L. (2006). Components of successful service-learning programs: Notes from Barbara Holland, Director of the U.S. National Service-Learning Clearinghouse. *International Journal of Case Method Research & Application*, XVIII(2), 120–129.
- Kenworthy, A. L. (2010). No more reinventing the service-learning wheel: Presenting a diverse compilation of best practice “how to” articles. *Journal of Management Education*, 34(1), 3–8.
- Kenworthy, A. L., & Dipadova-Stocks, L. N. (2010). Charging forward into the unscripted future: Following the script of interconnected action. *International Journal of Organizational Analysis*, 18(2), 173–180.
- Kliwer, B. W. (2013). Why the civic engagement movement cannot achieve democratic and justice aims. *Michigan Journal of Community Service Learning*, 19(2), 72–79.
- Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Washington, DC: Association of American Colleges and Universities. <https://www.aacu.org/leap/hips>
- Kuh, G. D., & O'Donnell, K. (2013). Ensuring quality and taking high-impact practices to scale. Washington, DC: Association of American Colleges and Universities <https://www.aacu.org/publications-research/publications/ensuring-quality-taking-high-impact-practices-scale>
- Kuh, G. D., O'Donnell, K., & Schneider, C. G. (2017). HIPs at ten. *Change: The Magazine of Higher Learning*, 49(5), 8-16. DOI: 10.1080/00091383.2017.1366805
- Kupka, B., Westover, J. H., Workman, L., & Barker, C. (2014). Educating the next generation of human resource management practitioners: Benefits and challenges of using experiential methods in collegial human resource management education. *Journal of the Utah Academy of Sciences, Arts, and Letters*, 90, 31–40.
- Konwerski, P., & Nashman, H. (2002). Who teaches whom: The varied voices and instructional roles of community service-learning partners. *Journal of Nonprofit & Public Sector Marketing*, 10(2), 165–186.
- Kotter & Cohen, J. (2002). *The heart of change*. Harvard Business Review Press.
- Koslowski, F. (2006, April). Overcoming faculty resistance to assessment. Paper presented at the Undergraduate Assessment Symposium, North Carolina State University. http://www.ncsu.edu/assessment/symposium/presentations/A.10_Koslowski.pdf
- Kretzman, J. P., & McKnight, J. L. (1993). *Building communities from the inside out: A path toward finding and mobilizing a community's assets*. Chicago, IL: The Asset-Based Community Development Institute.
- LeCrom, C. W., Pelco, L., & Lassiter, J. W. (2016). Faculty feel it too: The emotions of teaching through service-learning. *Journal of Community Engagement and Higher Education*, 8(2), 41–56.
- Leigh, J. S. & Kenworthy, A. L. (2018). Exploring the “three Ps” of service-learning: Practice,

- partnering, and pressures. Oxford Research Encyclopedia's Research and Management Online Series. <https://oxfordre.com/business/view/10.1093/acrefore/9780190224851.001.0001/acrefore-9780190224851-e-63>
- Lewing, J. M. (2019). Faculty motivations and perceptions of service-learning in Christian higher education, *Christian Higher Education*, 18(4), 294–315.
- Louisiana State University. (2013). *Service learning handbook*. https://www.lsu.edu/academicaffairs/ccell/faculty_resources/course_design_and_tools/course_design_tools.php
- Manolis, C., & Burns, D. J. (2011). Attitudes toward academic service learning semesters: A comparison of business students with non-business students. *Journal of the Scholarship of Teaching and Learning*, 11(1), 13–33.
- Meens, D. E. 2014. Democratic and social justice goals in service learning evaluation: Contemporary challenges and conceptual resources. *Michigan Journal of Community Service Learning*, 21(1), 41–54.
- Morton, K., & Bergbauer, S. (2015). A case for community: Starting with relationships and prioritizing community as method in service-learning. *Michigan Journal of Community Service Learning*, 22(1), 18–31.
- Olberding, J. C. (2012). Does student philanthropy work? A study of long-term effects of the “learning by giving” approach. *Innovative Higher Education*, 37 (2), 71–87. <http://dx.doi.org/10.1007/s10755-011-9189-5>
- Olberding, J. C., & Hacker, W. (2016). Does the ‘service’ in service learning beyond the academic session? *Journal of Nonprofit Education and Leadership*, 6(1), 25–46.
- O’Meara, K. (2013). Research on faculty motivation for service-learning. In P. H. Clayton, R. G. Bringle, & J. A. Hatcher (Eds.), *Research on service learning: Conceptual frameworks and assessment* (Vol 2A, pp. 215–243). Sterling, VA: Stylus.
- Pearce, J. (2016). Ask the business school ranking media to walk their talk: Rejoinder to ‘Identifying research topic development in business and management education research using legitimation code theory.’ *Journal of Management Education*, 40(6), 722–725.
- Salimbene, F., Buono, A., Van Steenberg Lafarge, V., & Nurick, A. (2005). Service-learning and management education: The Bentley experience. *Academy of Management Learning & Education*, 4(3), 336–344. <http://www.jstor.org/stable/40214330>
- Saltmarsh, J., Hartley, M., & Clayton, P. (2009). *Democratic engagement white paper*. Boston: New England Resource Center for Higher Education.
- Shalabi, N. (2013). Exploring community partners’ perspectives of the nature of service-learning partnerships in Egypt. *The International Journal of Research on Service-Learning and Community Engagement*, 1(1), 80–21.
- Stanlick, S. & Sell, M. (2016). Beyond superheroes and sidekicks: Empowerment, efficacy, and education in community partnerships. *Michigan Journal of Community Service Learning*, 23(1), 80–84. <http://dx.doi.org/10.3998/mjcsloa.3239521.0023.107>
- Taylor, A., & Kahlke, R. (2017). Institutional logics and community service-learning. *Canadian Journal of Higher Education*, 47(1), 137–152.
- Tinkler, A., Tinkler, B., Hausman, E., & Tufo-Strouse, G. (2014). Key elements of effective service-learning partnerships from the perspective of community partners. *Partnerships: A Journal of Service-Learning and Civic Engagement*, 5(2), 137–152.
- University of Bristol. (2017). How to enable community based learning. https://www.publicengagement.ac.uk/sites/default/files/publication/how_to_enable_community_based_learning.pdf
- Utah Valley University. (2020a). *Engaged learning*. <https://www.uvu.edu/engagedlearning/carnegie.html>
- Utah Valley University. (2020b). *Faculty service-learning*. <https://www.uvu.edu/socialimpact/service-learning/faculty-sl.html>
- Utah Valley University. (2020c). *Measuring engagement*. <https://www.uvu.edu/engaged-curriculum/measurement-assessment/index.html>
- Vogel, A. L., & Seifer, S. D. (2011). Impacts of sustained institutional participation in service-learning: Perspectives from faculty, staff and administrators. *Gateways: International Journal of Community Research and Engagement*, 4, 186–202.

- Whitehurst, G. J. (2002). *Evidence-based instruction*. <http://www2.ed.gov/nclb/methods/whatworks/eb/evidencebased.pdf>
- Whitney, B., Harrison, B., Clayton, P. H., Muse, S. & Edwards, K. E. (2016). Learning from and with community organizations to navigate the tensions of democratic engagement. *Michigan Journal of Community Service Learning, 23*(1), 85-90. <http://dx.doi.org/10.3998/mjcsloa.3239521.0023.108>
- Workman, L., & Berry, G. R. (2010). Building the five R/five stakeholder research framework: Understanding engaged learning in the business school. *The Journal of Business Inquiry, 9*(1), 127–147.
- Zlotkowski, E. (1996). Opportunity for all: Linking service-learning and business education. *Journal of Business Ethics, 15*(1), 5–19.