



Teaching Conference for
Management Educators

OBTC 2016 at Walsh University June 8th – 11th, 2016

Submission Template

SUBMISSION GUIDANCE

** Remove all identifying properties from this document **

** All files must be saved in PDF format **

Please include ALL supplementary text at the end of this document

Only one document should be submitted

Submission Template for the 2016 OBTC Teaching Conference for Management Educators

1) Incorporating Service Learning Into A Business Law Course

The law is a minimum standard of conduct in society. For management programs that include courses in the law, pairing legal principles and service learning may seem like an unlikely combination. Though the law does not require organizations to serve their communities, incorporating service work into the business law classroom is an important aspect of management student learning. In this session, we will explore the theoretical background and practical ways in which service learning can be used to illustrate law-related concepts. Examples of service projects will be given that will encourage management students to “think beyond” the legal minimum.

KEYWORDS: Service Learning, law, management, ethics, corporate social responsibility

2) Format

- ☐ Activity or exercise
- ☐ Roundtable discussion (60 minute only)
- ☒ General discussion session

2a) For activities and exercises only, is yours best suited for

- ☐ A traditional classroom
- ☐ An online class
- ☐ Either

2b) For activities and exercises only, is yours best suited for

- ☐ Undergraduate students
- ☐ Graduate students
- ☐ Either

3) Time Requested:

- ☒ 30 Minutes
- ☐ 60 Minutes (*Roundtables must select 60 minutes*)
- ☐ 90 Minutes

4) Planning Details:

Each room contains a white board with markers, computer (PC) with DVD capability and computer projector. Does your session require any other equipment?

This session will require an overhead projector and screen, access to the Internet, and ability to use power point.

5) Teaching Implications:

What is the contribution of your session to management pedagogy/andragogy? Specifically, please include your learning objectives, and describe what management and/or teaching topics are relevant to your session, and why. Also, include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.

Learning Objectives:

-Educating attendees as to how to incorporate service learning into a business law course. This includes a list of legal theories that can be further studied and enforced through service work. These theories include the distinguishing law and ethics, employer liability, and employee benefits.

-Discussion of current websites that management educators can use to connect students to service opportunities within the community.

-Explore the ways in which management educators can assess students' service work. This includes such ideas as a poster presentation and a reflection/research paper.

Theoretical Framework:

Studies suggest that undergraduate participation in service learning, as part of assigned coursework, has a positive impact on student learning (Driscoll et al., 1996). With regard to teaching law courses, the American Bar Association states that "participation in public service projects or similar efforts at achieving objectives established for common purposes can be particularly helpful" (ABA, 2016). Experiential learning, such as service learning, therefore compliments core legal theory education. There is also the viewpoint that it requires a higher level of thinking than just listening to lectures (Barron, 2015).

Contribution of this session to the field of management:

This session contributes to the aforementioned theoretical framework by outlining particular legal concepts that can be reinforced through a service learning project. Specifically, service learning in a business law course can help reinforce the distinction between law and ethics, employer liability, and employee benefits. This session will also incorporate practical suggestions for connecting management students to volunteer opportunities, as well as ways for management educators to assess students' service work.

References:

1. American Bar Association, (2016). Retrieved from:
(http://www.americanbar.org/groups/legal_education/resources/pre_law.html).
2. Driscoll, A., Holland, S., & Kerrigan, S. (1996). An Assessment Model for Service-Learning: Comprehensive Case Studies of Impact on Faculty, Students, Community, and Institutions. *Michigan Journal of Community Service-Learning*, pp. 66-71.
3. Barron, E. (2015). *Teaching Business Associations: Experiencing Business Associations In The Classroom*. *Saint Louis University Law Journal*, 59 St. Louis L.J. 787, 789.

6) Session Description and Plan:

What will you actually do in this session? If appropriate, please include a timeline estimating the activities will you facilitate: how long will they take, and how will participants be involved? Please remember that reviewers will be evaluating how well the time request matches the activities you'd like to do, and the extent you can reasonably accomplish the session's goals. Reviewers will also be looking for how you are engaging the participants in the session.

10 Minute Discussion of Teaching Methodology – The first ten minutes of the session will include a description of the business law concepts that can be taught or reinforced through service learning. Attendees will view a power point presentation during the teaching methodology portion of the presentation. The following list includes the legal concepts that will be discussed:

- 1) The importance of distinguishing law from ethics through the study of corporate social responsibility (CSR). Since the law is a minimum standard of conduct, it is important for students to learn that organizations are not legally required to engage in CSR. However, companies who choose to are engaging in ethical decision-making principles. It is also important to make the distinction that companies may have different goals for engaging in CSR.

Some may want to benefit of the surrounding community, the environment, or their own employees, among other goals.

- 2) Teaching the law of employee benefits (FMLA, ACA): The law sets minimum standards in particular areas of employee benefits. For example, the plain language of federal statutes such as the Family Medical Leave Act (FMLA) and the Affordable Care Act (ACA) sets out what employers are legally required to provide to employees. However, employers often gratuitously go above what is legally required in the area of employee benefits. Doing service learning for companies that go above the minimum for employees (such as volunteering in a company's day care) helps with classroom discussions about what is and what is not legally required. There is also potential to discuss how gratuitous increases often result in concepts such as higher employee satisfaction and lower turnover rates, among other topics, which students will likely observe firsthand during their service work.
- 3) Respondeat Superior – In class, students will learn that employers will be liable for incidents that occur within the course and scope of employment (such as on-the-job injuries, etc.). This is the basis for the legal concept of respondeat superior. However, employer liability may also exist for purely volunteer events. Teaching students about the liability organizations face is a great way to help students understand why a company may choose not to engage in CSR. It is also a good way to introduce to students the legal concepts of disclaimers and liability waivers. By having classroom discussions regarding potential employer liability, students will likely detect potential risks firsthand when they perform their service work.

7 Minute Discussion of the Practical Aspects of Incorporating a Service Project into a Business Law Course:

We will discuss how to locate potential service projects that are appropriate for students. For example, there are websites like www.volunteermatch.org that help connect volunteers to particular service work in their geographical area. We will explore this website and how to find projects that will suit the business law service project. Campus volunteer events, such as the Big Event, are also good alternatives to illustrate the aforementioned theories. <http://bigevent.tamu.edu>. Practical ways to design the service project will be suggested and discussed with session attendees.

10 Minute Discussion of Potential Service Project Assessment Methods:

- 1) Poster Presentation: Posters made by students may have photographs, company information, statistics, and certainly legal theories observed during their service

work. This type of assessment works well if the students are working individually since several different organizations may be represented in one classroom. By having a particular day where all the students display and present their posters, it helps students to visually understand the impact their service work has had on the surrounding community. Examples of actual student posters will be presented during this session.

- 2) Research and Reflection paper: Allowing students to reflect upon their service learning is a key factor in the project's success. This is especially true if students perform their service project in a group. Taking time to reflect and write about each individual's contribution is a good way to assess each person's unique observation and whether each student can tie their experience back to the law-related principles they have been taught in class. Students may also be asked to research and write about other companies who are engaging in CSR. Students can then relate those findings back, as well.

3 Minute Question and Answer Session

As the session wraps up, attendees will be given a handout with legal concept descriptions, websites where potential service projects can be accessed, and a list of potential ways to assess student performance that were discussed during the session. There will also be time for questions and answers, if needed.

7) Application to Conference theme:

How does your session fit with the overall OBTC theme of *United in Service*?

This session fits in well with the overall conference theme of United in Service. Specifically, this submission will encourage instructor understanding of the practical ways to pair service learning with the courses in the law so that students have a broader and better understanding of the law and the legal implications when organizations choose to go above the legal minimum.

8) Unique Contribution to OBTC:

Have you presented the work in this proposal before? If so, how will it be different? Is this proposal under current review somewhere else? If so, please explain. How will your proposal be different for the OBTC conference?

No. I have never presented this proposal before. It is not under review elsewhere.

