INCORPORATING MISSION AND SOCIETAL IMPACT INTO ONE SCHOOL'S INTEGRATED LEARNING PROGRAM

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ABSTRACT

This paper provides a strategy for creating and implementing a community-based integrated learning program (CILP) which incorporates mission and societal impact. Our conclusions are based on the extant literature coupled with our experience designing and executing such programs. Furthermore, we offer impact measures so outcomes from a CILP may be analyzed over successive years with the intention to (a) improve on the experience, (b) lever skill-based volunteering and (c) generate best practices that may support other integrated learning programs.

INTRODUCTION

Our school has a strong experience-based learning (EBL) component, but those experiences usually focus on a for-profit industry or business. Using the business school's mission ("…prepare students to be catalysts for change…") and the university's purpose ("…creating knowledge and leveraging our expertise to tackle some of society's greatest and most pressing challenges"), we created a community-based integrated learning program (CILP) which levers business skills to positively impact critical societal issues.

We set out to design a sustainable CILP that aligns goals and maximizes value for students, corporate partners, community partners, and the academic community.[1] While student learning is an important objective of this program, this paper will focus on achieving the other following objectives:

- Maximize sustained impact for the community-based partner(s)
- Achieve student satisfaction objectives
- Establish more meaningful partnerships with external stakeholders

All volunteering efforts are generally thought to provide benefits. However, our goal is to maximize the possible benefits and therefore the value to all stakeholders. To design a CILP which is more likely to have highly satisfied and sustained volunteers, it will focus on critically important social issues and helping others. (e.g., Clary, Snyder, and Stukas, 1998; Stukas, Snyder, and Clary, 2015).

To provide more value to students and the community-based partner, we want the CILP to engage other internal and external stakeholders. Therefore, organization-affiliated volunteering will be an important component. With more employers incorporating strategically driven volunteering (CECP, 2020), it creates an opportunity to lever our reputation along with regional and alumni networks. Focusing on non-student stakeholders that have a dual dedication to students and the societal issue creates synergistic value for these volunteers. These high skill volunteers then not only help to create sustainable value for the community but also support the next generation acquiring long-term skills.

Skill-based volunteering sits at the intersection of human resources and corporate citizenship. It is a way to provide high impact for the community partner while providing skills development and satisfaction for other stakeholders (e.g., Dempsey-Branch and Shantz, 2022). By levering the business skills of the external and internal stakeholders, a CILP provides valuable expertise which may lead to significant insights and co-created actionable items. It benefits the program participants by further developing their skills (Bengtson, 2020; Letts and Holly, 2017).

Considering these factors, our design centers on an annual theme which addresses the issue of "access to" critical resources and opportunities. We find that focusing on one issue creates not only a deeper understanding but it also broadens understanding.

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[1] For the purpose of this paper we consider our students as participants and stakeholders; and community, corporate partners, and the academic community as stakeholders.

On a more practical note, this focus also creates efficiency in stakeholder relations and for marketing and communication efforts.

- Once a general issue is determined, we narrow the question(s) addressed in the CILP to have the following characteristics:
- Complex and difficult plus multidimensional and interdisciplinary;
- Global question(s) with a critical local need;
- Questions(s) where business skills and evidence-based decision making may make a large impact;
- Questions(s) which are research and data rich.

The CILP we designed is called the Super Analytics Challenge (Challenge) and was initially created in the summer of 2020 and launched in March 2021. This new community-based initiative recognizes the importance of leveraging business skills, particularly data analytics, to positively impact critical social issues. The 2021 Challenge addressed the complex issue of homelessness and the community-partner was the local County Department of Human Services. In 2022, the Challenge focused on food insecurity and hunger and the partner was the regional Community Food Bank. In 2023, the Challenge focus will be on improving mental health and better supporting essential workers, especially those in mental health.

This paper proceeds by summarizing volunteering design principles, describing the Challenge's design and best practices, then evaluating the goal alignment and value maximization for each stakeholder: community-based organization, students, corporate partners, and the academic community.

VOLUNTEERING DESIGN PRINCIPLES

All volunteering efforts are generally thought to provide benefits. However, our goal is to maximize the possible benefits of all stakeholders in the community-based integrated learning program (CILP). In this section, we summarize the relevant extant literature related to volunteerism to inform the design principles.

General Volunteering

A key to recruiting and sustaining highly satisfied volunteers is to match their motivations (Stukas, Snyder, and Clary, 2015). Focusing on the framework established in the Volunteer Functions Inventory (VFI) (Clary and Snyder, 1992; Clary, Snyder, and Stukas, 1998), the preponderance of evidence finds the highest motivation is the *VFI Values* factor which is related to altruistic and humanitarian concerns. For instance, in survey of over 4,000 university students by Smith et al. (2010), the highest two motivations were "It is important to help others" and "To work for a cause that is important". (e.g., Caldarella et al., 2010; Davila and Diaz-Morales, 2009; Fletcher and Major, 2004; Konrath, Fuhrel-Forbit, Lou and Brown, 2012). Therefore, we recognize that CILP topics should be about critically important social issues and focus on helping others. To achieve this goal, our design uses an annual theme which addresses the general issue of "access to" critical resources and opportunities.

Volunteers are also motivated by acquiring and/or improving experiences, knowledge, and skills. This is measured by the *VFI Understand* factor which is usually the second highest motivation of volunteers. For instance, in the Smith et al. (2010) survey of over 4,000 university students, the top benefits to volunteering include "Opportunity to learn new things", and "Leadership skill". Therefore, the CILP should actively provide our stakeholders with the opportunity to acquire and improve these experiences, knowledge, and skills. Our design is focused around a short-term intense experience coupled with longer term knowledge acquisition.

A sense of community is another factor that makes volunteering more likely, satisfying, and sustained. Community has many definitions including geographic location or a common cause. A sense of community can also be created or promoted by using workshops about the topic to foster a psychological sense of community. Relative to a no-workshop control, Omoto and Snyder (2010) show an increased sense of community and increased intentions to engage including volunteering and donating funds (e.g., Omato and Packard, 2016; Stukas, Snyder, Clary, 2015). Therefore, the CILP leverages the existing school community which is extended and amplified with various design elements including knowledge-based workshops and coaching around the topic. While the students are the primary recipient of the initial knowledge transfer, all stakeholders ultimately learn from each other.

To design a CILP which is more likely to have highly satisfied and sustained volunteers, we use the primary results from the general volunteer literature. Our CILP will focus on critically important social issues and helping others. To achieve this goal, our CILP has an annual theme which addresses the general issue of "access to" critical resources and opportunities. To provide our stakeholders with an opportunity to acquire meaningful experience, knowledge, and skills; our CILP is focused around a

short-term intense experience coupled with longer term knowledge acquisition. Finally, we have many community building experiences involving all stakeholders plus we provide many knowledge-based workshops around the topic.

Employee Volunteering

The previous section focused on a general volunteering framework. However, the CILP will lean heavily on organizational stakeholders so a discussion of factors which may be unique to these stakeholders is warranted.

Skills-based volunteering is a fast-growing corporate trend which merges corporate citizenship and human resources (HR) (CECP, 2020). Compared to traditional employee volunteer programs (i.e., day of giving, serving a meal, collecting toys for children), skills-based volunteering "is a *strategically driven activity* that involves employees *donating job-related skills* and *acquiring or developing skills* through voluntary contributions to an external non-profit organization *that requires certain skill sets*." (Dempsey-Branch and Shantz, 2022)

Skill-based volunteering is a way to provide high impact for the community partner. By levering the business skills of our external and internal stakeholders, the CILP provides valuable expertise which may lead to significant insights and co-created actionable items. In addition, it benefits the program participants by further developing their skills (Bengtson, 2020; Letts and Holly, 2017). Therefore, the CILP needs to focus on a set of business skills which is shared and may be useful to all stakeholders. While the Challenge emphasizes data analytics, the business skills leveraged is far broader. This includes leadership, teamwork, communication, critical thinking, change enablement, and evidence-based decision making.

With more employers incorporating strategically driven volunteering (CECP, 2020), it creates an opportunity to lever our regional and alumni networks. Focusing on non-student stakeholders that have a dual dedication to students and the societal issue creates synergistic value for these volunteers. These high skill volunteers then not only help to create sustainable value for the community but also support the next generation acquiring long-term skills. Therefore, the CILP will work with our corporate partners to merge their corporate citizenship and skills development.

The *VFI Understand* motivating factor is focused on gaining knowledge and skills but Turner, et al. 2021 found that using existing skills is another motivating factor. More specifically, this paper studied university faculty members and found they are more likely to volunteer if they believe their skills would be valuable. Generalizing these results, highly skilled volunteers may also be motivated to share, not just develop, their skills. Therefore, the CILP will emphasize this motive in the program design.

To design a CILP which maximizes the value of employee volunteering we have specific roles for highly skilled volunteers (i.e., faculty and executive/senior managers). To fully utilize the benefits of skill-based volunteering, our CILP has decided to focus on one reasonably broad academic skill, business analytics. While the Challenge emphasizes data analytics, the business skills leveraged is far broader. This includes leadership, teamwork, communication, critical thinking, change enablement, and evidence-based decision making. To leverage our regional and alumni network, we focused a majority of our corporate partners in the consulting and computer solutions industries.

THE SUPER ANALYTICS CHALLENGE DESIGN

This CILP, the Super Analytics Challenge (Challenge), was initially created in the summer of 2020 and launched in March 2021. This new community-based initiative recognizes the importance of leveraging business skills to positively impact critical social issues.

The Challenges have an annual theme which address "access to" critical resources and opportunities. The 2021 Challenge addressed the complex issue of homelessness in the community and the community-partner was the local County Department of Human Services. In 2022, the Challenge focused on food insecurity and hunger and the partner was the regional Community Food Bank. In 2023, the Challenge focus will be on improving mental health and better supporting essential workers, especially those in mental health.

The Challenge design tries to maximize the value of volunteering by having specific roles for highly skilled volunteers (i.e., faculty and executive/senior managers). These include advisor, expert contributors, executive coached, and judges. To fully utilize the benefits of skill-based volunteering, the Challenge focuses on the skillset of business analytics. As with any CILP, there is also an emphasis on "soft-skills" such as leadership, team building, and communication. To leverage the skills of our corporate partners, the majority are in consulting, software, technology, and applied analytics solutions industries.

In conceptualizing the Challenge, a central question is how to maximize value for all stakeholders. More specifically, if we strive to deliver impact and results for our community-based partners, it will further motivate our stakeholders and garner more commitment. This creates a value multiplier which serves to rally support and credence for the program.

Challenge stakeholders include:

- Community-Based Partners
- Graduate Students
- Corporate Partners
- Academic Community

Driving value starts with impact, and our aim is to address issues broadly affecting our community. We engage an expanded advisory committee and former students to discuss and select issues that are:

- complex and difficult;
- multidimensional and interdisciplinary;
- local, national and global;
- research and data rich where business skills are applicable.

The selection of these societal issues has become what we refer to as a 'north star' to rally all stakeholders. As the volunteering literature predicts, this "north star" helps to create a sense of mission and purpose which aligns motivation and satisfaction of all stakeholders.

SUPER ANALYTICS CHALLENGE BEST PRACTICES

To enhance the student-experience and also effectively organize the Challenge, we are purposeful to concentrate on specific elements. These are now considered our best practices. Examples include:

- *Advisory Committee:* We heavily rely on a carefully selected Advisory Committee consisting of senior leaders from our community organizations, government partners, corporations, and national/ industry associations. These dedicated individuals have not only supported shape the construct of the Challenge so that the issue become addressable for our students, they have also marshalled resources (funds, data, and technology) and experts (both internal and through networks) who have supported our students during the Challenge and through subsequent idea implementation.
- *Fellowships*: To better drive impact and pull through from ideas generated in the Challenge, we link fellowship awards to further pursue these ideas in another integrated learning program called the Bridge Program. Student teams then pull through those ideas in eight-week projects. Funding for student fellowships have been provided by our corporate partners engaged in the Advisory Committee and from school and university donors.
- *Student Projects:* These are scoped directly from ideas in the Challenge, but also additionally around the issue topic, for example in the summer of 2022 we linked an additional five student projects around the topic of food insecurity and hunger with community-based partners.
- *Interdisciplinary and Quality Student Teams:* By promoting the Challenge across the university graduate community, we are able to attract and then ultimately assign students from other programs such as public policy, economics, public health, computer science, engineering, nursing and physics. Additionally, considerable attention is placed in balancing team composition based on work experience, leadership aptitude, analytics skills, communication acumen, issue awareness, undergraduate degree, and nationality, so as to ensure that we have well-balanced student teams. In the first year of the Challenge, 59 students applied and 25 students selected which comprised five teams. In the second year of the Challenge 71 students applied and 35 students selected which comprised five teams. To ensure the quality of our teams, the average selectivity rate has been around 50%.
- *Student Volunteers:* We are purposeful in attracting and selecting student volunteers for the Challenge. Working alongside the Advisory Committee, the students help write the questions and also curate data sources for the Challenge. Additionally, in 2022 we had a call for nominations for a student-lead to join the Advisory Committee. This particular student had participated in the Challenge the previous year. The benefit of having a student nominated lead, and the person having previously competed on the Challenge, is that they serve as the voice of the student. This perspective supported rethinking aspects of the Challenge construct.
- *External Communications:* To build awareness for the Challenge, and awareness for our Challenge partners who serve as community leaders related to the program, the business school team has been purposeful in working with partners to communicate key findings and results from this Challenge. External communications have included participating in local radio programs and TechVibe podcasts; having students interviewed in various newspapers; and organized with University-grant support a symposium on the topic of food insecurity. We have additionally generated student-testimonial videos with support from our partner Accenture. These supported students create

landing pages for the Challenge. Not only do these communications help promote the value and impact from the Challenge, they also spotlight the energy, ideas and enthusiasm that our students bring to the Challenge and subsequent fellowship projects.

GOAL ALIGNMENT AND VALUE MAXIMIZATION FOR COMMUNITY-BASED PARTNERS

Goal alignment and value maximization is critically important to establish a sustained effort. This begins with driving impact in and around mission-driven idea generation during the Challenge. It is then multiplied when other stakeholders can align in and around that impact, to refine and execute several of the new ideas. The CILP is not just about a concentrated, short-term experience, it is about a sustainable program which advances and eventually implements impactful ideas.

The Challenge has served to align goals and maximize value for stakeholders in the following ways.
- Resource pool of talent that may be difficult to acquire or cost-prohibitive for a targeted value based area
- Tangible implementation of recommendations supported by student teams & corporate partners
- Deepened network with local academic and corporate institutions
- Received additional volunteers and donations
- Reputation building and issue spotlights through media coverage

Creating value for such initiatives includes developing mechanisms to follow-through on generated ideas. The program must also have the ability to implement and fund further projects. We use our relation with the community-based partner and generated ideas from the Challenge as a source of additional integrated learning experiences. For instance, we have provided fellowships to over 25 students to execute six additional projects over the last two years in our Bridge Program. In the future, we are looking to increase the funding pool and refine our assessment and delivery mechanism.

Another essential part of the Challenge is to support the community-based partner by generating positive public relations to share their organization's mission and impact. For each Challenge, we work with organizations represented on the Advisory Board to leverage their marketing and communications expertise and channels. This has created numerous media hits across a variety of formats. In the future, we will embed a dedicated and funded communications team for the Challenge.

There are also positive network effects for these organizations to be paired up with corporate partners and other entities such as national associations who may be supporting the programs. This has led to additional funding support for community partners. In the future, we look to grow and deepen the partnerships and establish a crowdsourced funding platform.

An example of this relation from the first year of the Challenge, with the topic focus being homelessness, the winning student team identified reducing barriers in a homeless person's daily life. They identified access to sanitation as one such barrier. The winning student team received a fellowship from Accenture to implement a solution to this problem. That team connected with an Atlanta-based NGO Love Beyond Walls who had developed portable handwashing stations for food pantries and homeless shelters. The student team then connected with Pittsburgh-area faith-based food pantries. This included the Hot Metal Bridge (HBR) Community Faith Organization, in which these stations were then donated to that food pantry. As a follow-on to that relation with HBR, in the second year of the Challenge focused on food insecurity, the School funded a student team through the Bridge Program to assist HBR write a grant proposal to receive more cold storage refrigeration space. That effort led to winning the grant, allowing for an increase in the number of meals served to that homeless community.

Exhibit 1 connects how the Challenge aligns value for the community-based organization, and provides an understanding for how impact is evaluated. It also offers ideas based on feedback collected on how the Challenge may evolve to further drive value for stakeholder.

Exhibit 1: Community-Based Partners: Goal Alignment and Value Maximization

Current Value (Benefit)	Current Measurements	Future Improvement Areas
Generate ideas *and then* implement and operationalize	6 projects funded through the Bridge Program	--Increase the funding pool --Refine baseline impact assessments for projects
Generate more positive public relations	To-date, numerous media hits: radio, TV, print, and association publications	Embed a dedicated and funded communication team for the Challenge
Network with corporate partners, the University, regional governments and national organizations.	Incremental financial and project support	--Grow and deepen the partnerships --Establish crowdsource funding platforms

GOAL ALIGNMENT AND VALUE MAXIMIZATION FOR STUDENTS

Goal alignment and value maximization are extremely important to sustain student effort, create lasting impact, and achieve student satisfaction. The volunteer literature points to three important areas. First, students want to help others and work on an important cause. Second, they want to develop a sense of community. Last, they want to develop career opportunities, gain skills, and have meaningful experiences.

Helping others for a meaningful cause is a key design element for any CILP. Specific to students, the Challenge is designed so they have an important role in all aspects of design including picking and refining the Challenge theme. Also, students sit on the advisory board plus they are primarily responsible for directing and executing the Challenge.

A CILP should have many opportunities for students to interact and actively learn, which helps to create a sense of community. The Challenge design allows for sustained interactions and meaningful experiences which allow all stakeholders to develop a sense of community.

Students also have the opportunity for significant career and professional development. They have ample opportunity to connect with senior leaders from corporate partners and be an important part of the process. These interactions provide excellent training and mentoring plus they may lead to job prospects. CILP programming also offers the opportunity to not only gain new skills, but to apply learning and receive immediate feedback from community and corporate partners. The better the applied learning, the more appealing the CILP programming is to students. In addition, in the case of the Challenge, students are eligible to receive funding support to implement their ideas.

Exhibit 2 connects how the Challenge aligns value for students, and provides an understanding for how impact is evaluated. It also offers ideas based on feedback collected on how the Challenge may evolve to further drive value for stakeholder.

Exhibit 2: Student Participants: Goal Alignment and Value Maximization

Current Value (Benefit)	Current Measurements	Future Improvement Areas
Career development	--Direct job and internship offers --Indirect offers as related to the experience	Generate Job Wires from Corporate Partners
Skill development	Post-Challenge surveys identify these skills: analytics, communications, storytelling, leadership, networking, teamwork, and applied consulting	Further measure team composition (skills and background) to team results.
Fellowship funding	To-date 25 students received fellowship awards tied to the Challenge.	Increase funding for broader social innovation opportunities.

Goal Alignment and Value Maximization for Corporate Partners

For a CILP to be successful, active involvement of corporate partners is key. To attract high quality participation a CILP must align its goals with that of the corporate partners and provide a compelling value proposition. Partnering with a University on a CILP may either substitute or complement an organization's internal programs. In this section, the paper outlines corporate motivations and the value proposition plus provides examples of skill-based volunteering.

Re-Thinking Corporate Strategies

The business climate is changing at an unprecedented pace and firms must re-think corporate strategies. Factors which are challenging organizations are:

- **COVID** changed how we interact with our customers
- **Artificial Intelligence and Machine Learning** are helping organizations speed decision making
- **Increased Consumer/Customer demands** are requiring companies to change how they focus on interactions
- **Automation** is speeding the supply chain ever closer to real-time

52% of the Fortune 500 companies from the year 2000 no longer exist. Fifty years ago, the life expectancy of a Fortune 500 brand was 75 years. Now it is less than 15.[2] Organizations have to radically re-think their corporate strategies and find ways to differentiate themselves.

[2] https://ryanberman.com/glossary/business-apocalypse/

Sustainability, People, and Communities are a Core Focus Area

"Companies must focus on much more than their financial metrics. They need to focus on sustainability, talent, inclusion and diversity, and the ability to create meaningful experiences for its customers, employees, and their communities. They especially need to consider the five key forces of change for the next decade: total enterprise reinvention; talent; sustainability; the metaverse continuum; and the ongoing technology revolution". (Accenture, 2022)

Skill-based Volunteering and Changing Lives Makes a Difference

"What's the point of having the best technologies—and living in the world we are living in - if we are not joining forces to make this world better?" Pierre Nanterme, former Accenture Chairman & CEO. (Leaders Magazine, 2019)

Skills-based volunteering is a fast-growing corporate trend which merges corporate citizenship and human resources (CECP, 2020). Compared to traditional employee volunteer programs (i.e., serving a meal, collecting toys), skills-based volunteering "is a strategically driven activity that involves employees donating job-related skills and acquiring or developing skills through voluntary contributions to an external non-profit organization that requires certain skill sets." (Dempsey-Branch and Shantz, 2022)

Businesses have an opportunity and a responsibility to be a force for good in the world. They must step up and positively impact society at a scale that makes a difference. Employee-based corporate citizenship coupled with skills-based volunteering is a driving force not just for societal change, but also a critical component for organizations as they re-shape corporate strategies in today's unique business climate.

Organizations are making Skills-based volunteering part of their Core Business Model

One example of an organization which has made skills-based volunteering part of their core business model is Accenture, a global technology consultancy. Accenture Development Partnerships (ADP) is a pioneering "corporate social enterprise" which employs an innovative not-for-profit business model as a means to channel the core business capabilities of Accenture to organizations in the international development sector. Their mission is to have a catalytic impact on global development challenges by providing access to Accenture's people, knowledge, methodologies, frameworks and global network. They accomplish this through a unique model where Accenture makes a contribution by providing consultants at marginal cost, free of profit and overhead, to work on ADP assignments worldwide. And their employees accept a voluntary salary reduction (of up to 50 percent) for the time they are working on ADP assignments, which represents a significant personal contribution to the program and to our clients.

To date, over 55,000 employees have participated in ADP initiatives and/or are part of their community of practice delivering over 1,900 projects in nearly 100 countries. Investing in skills based volunteering and ADP has helped Accenture by:

- Making a difference in the world by advancing their commitment to advancing the sustainable development goals
- Improving the firm's stature in the community/world which has resulted in increased business
- Improved employee satisfaction
- Able to attract top talent

The Value to Organizations from Skills-based Volunteering is Significant

Skill-based volunteering provides not only a positive impact on the community, but also drives both tactical and strategic benefit to organizations and has a tangible return on investment (ROI) that can help an organization differentiate themselves in these rapidly changing times. Several examples include:

- **Workforce Satisfaction:** Employees who are able to leverage their unique talents and skills for community and/or societal benefit are generally more engaged, motivated, and higher performing, especially when the cause has a well-defined mission, such as the Super Analytics Challenge, that links skill-based volunteering to community and societal outcomes
- **Workforce Skill-Building:** A well designed skill-based volunteer initiative not only leverages the skills of volunteers, but also looks for ways to contribute back to the people who are volunteering their time, by perhaps engaging them in areas tangential to their direct area of expertise, thus helping advance their skills, and fostering an environment where they want to return.

- **Talent Attraction**: In today's challenging corporate environment, strong talent is difficult and costly to acquire. Today's generation understand the importance of sustainability and being a good corporate citizen. Companies that have strong volunteer initiatives (e.g. providing paid time away from their jobs for volunteering), and show a track record of tangible societal impact outcomes can more easily attract today's talent. Partnering with a University in a CILP type program such as this also builds a direct pipeline of talent for the organization.
- **Market Growth**: Organizations that are seen as visible and vocal champions for sustainability, giving, and change in their local communities enhance their reputation, have an easier time attracting business, customers, and improves their ability to compete. Universities already have strong ties to the community, and organizations that partner with them for CILP initiatives can leverage that for greater visibility.
- **Social Responsibility:** Most high performing companies have sustainability, community engagement, talent enablement, and inclusion and diversity as core tenets of their business strategy. This is both a differentiator, but also the 'right' thing to do.

CILP Challenge / Corporate Partnership Success

The Corporate partners who participated in the University's Challenge the past three years have expressed both excitement and appreciation for the partnership. Some key factors in enabling a successful partnership include:

- **Commitment to the Partnership:** The University needs to develop a clearly defined engagement model for corporate partners that clearly outlines expectations on all sides. This must be a win-win relationship, striving to minimize disruption to the corporate partner, while maximizing the value of time invested by the partner for the CILP initiative. Organizations need to commit to the partnership, setting expectations of resource availability, time allocation, and possibly funding, as these are all critical to meeting the CILP timeline.
- **Visible and Vocal Recognition:** The two words 'Thank You' goes a long way. It's critical for the University to have a well-defined plan for recognition for any corporate partners (or other volunteers) as part of the CILP initiative. This may include media recognition, recognition to volunteer supervisors and/or corporate leadership, recognition plaques or other tangible media, etc.
- **Mission Focus:** The University must have a well-defined mission for any CILP program that focuses on the end goal. People are driven by many motivators, including financial, societal, but largely by mission. If they have the opportunity to do things that are important to them, or make a difference, this motivates them to spend time and energy. Realizing at the end of the CILP program that the collective team "touched lives" and "made a difference" is critical to sustained partnerships and success.

Exhibit 3 connects how the Challenge aligns value for corporate partners, and provides an understanding for how impact is evaluated. It also offers ideas based on feedback collected on how the Challenge may evolve to further drive value for stakeholder.

Exhibit 3: Corporate Stakeholders: Goal Alignment and Value Maximization

Current Value (Benefit)	Current Measurements	Future Improvement Areas
Access to the talent pipeline	--Direct hires (full-time and internships) --Recruiting events across the University	Broaden the Challenge to include regional universities and undergraduate students
Internal employee professional development	50+ professionals from various corporate partners have participated Advisory Committee, executive coaches, methods expert, (Policy) subject experts, and trainers	Develop an Alumni Ambassador program for employees to connect back with the University.
Aligns Corporate ESG (environmental, social and corporate governance) initiatives.	Numerous media articles and programs	Increase the scale of the Challenge regionally

Goal Alignment and Value Maximization for the Academic Community

Per the University and School, there are tangible benefits from this program. For the University, this Challenge has opened an opportunity for graduate students to enhance their graduate learning experience and directly network in with corporations and community-based partners. It served to promote broad university initiatives such as the 2022 Year of Data and Society by

directly connecting these programs and promoting results from these initiatives through symposiums and events. In 2023, the Challenge is also aligned the University's Year of Emotional Well-Being. This alignment provides funding and synergies with other University efforts. The Challenge also has demonstrated the benefit of offering and organizing interdisciplinary learning initiatives, most specifically by connecting students from various schools through team projects.

For the School, the Challenge has served to deepen relations with marquee corporate and community partners. It has led to positive public relations that positions the School as a relevant and supportive partner. It also helps attract potential students to the School, or helps persuade why a student may chose this school over another program. The Challenge additionally has advanced donor relations and attract additional support for the School, as it dually supports students and also the community. This has led to the creation of a new Center for Integrated Learning at the School.

CONCLUSION

Our CILP, the Super Analytics Challenge, attempts to incorporate design principles which aligns goals and maximizes value with all stakeholders. In particular we focus on:

- Maximizing sustained impact for the community-based partner(s)
- Achieving student satisfaction objectives
- Establishing more meaningful partnerships with external stakeholders

Every year, the key element to a successful Challenge is finding a community partner(s) and defining the critically important social issue, the 'North Star'. The final question(s) needs to be complex and difficult plus multidimensional and interdisciplinary; global with a critical local need; suitable for evidence-based decision making using business skills; and research and data rich.

The Challenge's best practices include a carefully cultivated advisory committee, interdisciplinary and high quality student teams, fellowship supported student projects which extend the ideas generated from the Challenge, a robust external communication plan, and a student-led and managed program.

For the community-based partner(s), the objective is to maximize the positive impact of the Challenge while causing minimal operational drag. Stakeholders are motivated and more satisfied when their efforts help to generate significant impact. Also, bringing attention to their mission and further developing external relations should provide sustained benefits.

For the students, the objective is to achieve student satisfaction which includes helping to make a significant impact for the community-based partner. To further the impact, the CILP also provides fellowships so students can progress and possibly execute ideas generated from the Challenge. Finally, career and skills development is another important objective.

For corporate and academic partners, the Challenge provides an opportunity for organizations to actively demonstrate their citizenship and provide employees with valuable opportunities. Skill-based volunteering facilitates employee development and allows them to share their talents with students and the community-based partner. The Challenge also helps the organization attract and develop talent, and provide employee satisfaction and market growth.

Designing and operating a community-based integrated learning program (CILP) has the potential to meaningfully prepare students to be a catalyst for positive change in society. It allows all of the stakeholders to create knowledge and leverage our expertise to address critically important social issues.

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