

Script for NFOA Bridge Fac/Staff Barbara Scofield

Bumper Music fade in

KB: Welcome to this 10-minute episode of the NFOA Bridge mini bodcast. N-F-O-A is the acronym for Not for Ourselves Alone, Washburn's motto. And the virtual bridge is located right here on Teaching Tuesdays, connecting Washburn with the Topeka community and beyond through community-engaged learning also known as CEL.

I'm Karen Barron, Community-Engaged Learning Coordinator for the Center for Teaching Excellence and Learning and host of this series. Today, our featured guest is **Master of Accountancy Director and Professor of Accounting**, Dr. Barbara Scofield. Welcome, Barbara.

BS: Thank you. I am very interested in community-engaged learning in my teaching and in my mentoring of masters of accountancy students.

KB: That is great, and I know that you have had some experience incorporating community engaged learning into your classes. But my first question is, why *do* you do it? What do you see as the value of CEL to our students and our greater community?

BS: I'm committed to this because I feel like I am passing along to students my own commitment to community engagement. The knowledge and skills of accountants are needed in so many areas. I work with AARP Tax Aide to do volunteer tax returns, and I volunteer as a small group leader with Financial Peace programs through church events. I want students to see their skills being used for the public good and not just for paying clients or employers.

KB: I love that idea and it just fits right in with community engaged learning and with Not for Ourselves Alone. So, I do appreciate your commitment to civic and community engagement, and the practicality of it but also the sustainability of passing it on. Would you briefly describe some examples of CEL from your courses at Washburn, either past, or present, or future?

BS: I'd be glad to. There are three areas in my courses that promote community engaged learning.

First, I'm the faculty sponsor for a Washburn Transformational Experience that combines volunteer work with the Law School VITA site during tax season each spring with discussion and reflection to help students understand and better serve the low income community that uses the VITA services.

Secondly I include in the Ethics and Theory class a project that has student teams find community resources for one social problem that an employer could partner with to provide employee assistance to its employees. With this experience, students then can take this in-depth and practical information on topics like drug addiction or domestic abuse or literacy or whatever topics are selected by all of the teams in the class. They can take that

to their first jobs so that they can offer more than just empathy to colleagues that have these needs and eventually become better managers of employees.

Thirdly, I'm the internship coordinator, and our Master of Accountancy interns have served at not-for-profit settings as well as the more traditional accounting firms and corporations. For at least two of these interns, the internship positions became their full-time work as well.

KB: That's excellent, and CEL sounds well-incorporated throughout your curriculum in more ways than I even knew. Back to your point about your class on Ethics and Theory. Can you give a specific example or two of a pairing of a social problem and an employer that that class provided community resources for?

BS: I certainly can. We look at it from the pov that people who are going to have difficulties in their work environment, they may be the result of things that are happening in their lives, and so I often have a group and had one group who took drug addiction as their topic. And I have them make a visit and contact what are the resources in the community and so they became acquainted with all the resources that are available at VALEO. And they talk with people there and I ask them to also talk with someone who has had that problem, and usually the community organization then refers them to someone, often on their staff, who they can talk with to get the feel for what that resource meant to individuals.

Yeah, that sounds really valuable, and it just sounds like a really wholistic approach to business and accounting, and I just think that is really admirable and I think you're an inspiration. Thank you so much for sharing your experiences with CEL. It's really been a pleasure talking with you, and I wish you the best in your future projects and again, thank you so much, Barbara, for visiting with us today.

BS: You're welcome.

KB: For more information on how you can get involved with Community-Engaged Learning at Washburn, or apply to be a CEL scholar, please see the CEL Pillar on the Center for Teaching Excellence and Learning webpage, and contact me, Karen Barron, Coordinator of CEL for CTEL.

To Tom Morgan for composing our bumper music and the Washburn jazz band for recording it, featuring Craig Treinen on sax. Thanks!

See you next week on the NFOA bridge.

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