



2019–2020 Impact Report

OFFICE OF ACADEMIC SERVICE-LEARNING

Creighton
UNIVERSITY

Global Engagement Office
Academic Service-Learning



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MESSAGE FROM THE DIRECTOR



“More colleges and schools are effectively integrating AsCL in ways that build capacity for community partners, deepen learning for students and integrate our Jesuit and Catholic mission more fully into the fabric of who we are as a University.”

—TOM KELLY, PhD

Greetings campus and community partners!

Welcome to the third annual report of the Office of Academic Service-Learning (OASL) for 2019–2020! Three years ago, we began an effort commissioned by Creighton President the Rev. Daniel S. Hendrickson, SJ, to encourage Creighton faculty in all its colleges and schools to more deeply engage our community through the courses they teach. This past year has seen more remarkable growth in the scope of academic service-learning at Creighton. More colleges and schools are effectively integrating this pedagogy in ways that build capacity for community partners, deepen learning for students and integrate our Jesuit and Catholic mission more fully into the fabric of who we are as a University.

As usual, I am deeply grateful to the work and expertise of Daniel Walsh, MSW, MPA, who has implemented all aspects of our office from its inception. Without this work and commitment, very few of our accomplishments would have been possible.

In addition to expanding our AcSL offerings to 6 colleges and schools for a total of 62 courses and 1,179 students overall, one of the most important milestones we reached involved changing the Creighton Faculty Handbook. It had been a goal of the OASL that “Faculty are recognized and incentivized for teaching service-learning courses, especially in the rank and tenure process.” This past academic year, thanks in large part to Catherine Brooks, JD, president of the University Faculty and the Faculty Council, language was approved for promotion and tenure that considers academic service-learning research, scholarship and teaching as equivalent to traditional modes of the same. This language embodies a deeper integration and institutionalization of community engagement by Creighton and is essential for any future Carnegie Classification application.

The challenges moving forward for OASL into 2020–2021 include a heightened awareness of racism brought about by injustice that has garnered a strong collective response in our nation. The second is the COVID-19 pandemic and our society’s response.

Both are opportunities to learn and grow as a campus committed to academic service-learning.

While student and faculty formation for AcSL has always included diversity and inclusion training, it has not been without its challenges and pushback. We are now more committed than ever to embrace the national conversation on how Black Lives Matter and what we as an office and a University can do to better form our students and faculty to interact better with diverse communities throughout the Omaha area. Part of that uncomfortable conversation must be a recognition of power dynamics and a concerted effort to better listen to the communities and partners we engage.

Second, we are in the midst of the COVID-19 pandemic and must adjust our methods and expectations accordingly. Part of this means doing what we need to do to preserve and promote the common good through personal decisions for the benefit of others—like wearing masks and taking all precautions possible to not spread the virus. Civic responsibility is lived out through the choices we make. Additionally, the OASL has published an online training for faculty to complete in order to engage more effectively in “project-based” online service-learning. You can access the module on the [OASL BlueLine site](#).

This is the final update I will give as Director of the Office of Academic Service-Learning. This next academic year I return full-time to the Department of Theology. It has been an honor to serve both Creighton and the wider Omaha community through the integration of service-learning pedagogy into the curriculum of the University.

A handwritten signature in blue ink that reads "Thoma M. Kelly".

Tom Kelly, PhD

Director of the Office of Academic Service-Learning

MISSION



We connect academic courses with community partners to enhance academic learning, meet community-identified needs, and foster global perspectives through engagement and reflection.

VISION



To create a campus culture that integrates teaching and learning through a commitment to service, civic engagement and positive social change which is highly valued, practiced, assessed, and recognized.

HIGHLIGHTS

OASL Hosts Academic Service-Learning Seminar

BY DAN WALSH

The Office of Academic Service-Learning (OASL) hosted the first week-long seminar on academic service-learning this past June. Entitled “Imagination and Education”, this innovative curricular integration program was funded by the Creighton Global Initiative.

Ten faculty participated in the inaugural program. Faculty represented the College of Arts and Sciences, the College of Nursing, the Heider College of Business, and the School of Pharmacy and Health Professions.

In addition to training sessions at the Creighton University at Highlander space in 75 North's Accelerator building, participants visited several community partner sites, heard from faculty guest-lectures, and shared meals from local food vendors.

The overarching goal of the program is further institutionalizing academic service-learning pedagogy at Creighton. The program also promotes the practices of mutuality and reciprocity in community partnerships.

“It was helpful to be introduced to a variety of potential partners in the community. [...] I think the sites visited provided a well-rounded look at potential needs in the community” said one participant.

“This seminar was extremely helpful in deepening my understanding of AcSL, as well as providing me with further insight into meaningful reflection—and what that looks like for myself and my students.”

—SEMINAR PARTICIPANT



Community-Engaged Teaching and Scholarship Language to be Added to Faculty Handbook

BY DAN WALSH

Creighton University will soon have an institutional-level policy for faculty promotion that specifically rewards faculty scholarly work that uses community-engaged approaches and methods. According to Catherine Brooks, MA, JD, president of the University Faculty, acceptance by Rev. Daniel S. Hendrickson, SJ, is anticipated, and the amended language is set for inclusion in the next Faculty Handbook and will carry an effective date of July 1, 2020.

The amended language is found in sections G.9.a.iv “Demonstration of Achievement in Teaching” and G.9.a.v “Demonstration of Achievement in Scholarship” of the Faculty Handbook:

“Teaching achievement is ordinarily evaluated on the basis of evidence from supervisors, peers, and students. In addition, such factors as a range of lecture-based, discussion-based, experiential, online, and academic service-learning courses taught [...] are taken into consideration.”

“Scholarly achievement is ordinarily demonstrated by publication of books, reviews and articles, by the delivery of scholarly papers, by activity in scholarly societies, artistic exhibits and performances, and by appointments as editor, reviewer, and referee. The demonstration of achievement may also be fulfilled with scholarly contributions that are focused on community engagement [...]”

This new language is intended to increase community-engaged teaching and related scholarship and to provide recognition of scholarly work and teaching across disciplinary lines. The updates were prompted by the University’s recent Lighting the Way strategic plan, recommendations from the Carnegie Foundation Elective Classification for Community Engagement application, and to better live out the University’s mission as a Jesuit, Catholic institution of higher learning.

The number of faculty utilizing academic service-learning continues to grow since the Office of Academic Service-Learning first began designating courses in 2017, and examples of community-engaged research and scholarship are present throughout Creighton’s colleges and schools. However, such community engagement requires different efforts than those used in traditional forms of faculty activity. Formal recognition of faculty involvement in community engagement identifies valuable academic work of the faculty undertaken in furtherance of the Creighton Mission, which will be credited to the involved faculty member applying for tenure or promotion.

As Barbara Dilly, PhD, professor of anthropology, reflected, this work is challenging: “Teaching service-learning courses is the most rewarding work I do because it educates and transforms the whole student in the process of serving the larger society. For that reason, it is also the most difficult work I do. Transforming student’s lives requires challenging them to develop new skill sets, new dispositions regarding the purpose of learning, and self-confidence.”

The Carnegie Foundation for the Advancement of Teaching defines community-engaged scholarship as “the collaboration between academic institutions and individuals outside the academy—knowledge professionals and the lay public (local, regional, national, global)—for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.” Current scholarship notes that community-engaged scholarship needs to be more than an add-on to faculty work, and it should hold the same currency as more conventional research and teaching that is rewarded within existing institutional structures.



HIGHLIGHTS



Bostwick-Frohardt, Durham Museum, Omaha, NE



Students Investigate Environmental Inequality in New Course

BY EUGENE CURTIN

Ghosts are hard to see.

Strolling along Omaha's riverfront, there's no sign of them. Lewis and Clark Landing is serene enough, its bronze statues a touching tribute to the muscle that built Omaha; the CHI Health Center, with its games and concerts, is a brief stroll away; the wide Missouri flows eternally by.

Omaha's riverfront today is a source of pride.

Not so for the ghosts, who for more than 100 years labored on this same land in pollution-belching lead refineries and battery factories—work that put food on tables, roofs over heads and kids through college, but also poisoned bodies, water and land.

The 110-year-old Asarco lead refinery closed in 1997 and was demolished two years later. There followed a not-yet-concluded period of land decontamination under the terms of the U.S. Comprehensive Environmental Response Compensation and Liability Act of 1980, more commonly known as Superfund.

This reclamation story, which continues to unfold, is something Adam Sundberg, PhD, assistant professor of history at Creighton University, wants his students to know in a hands-on way. It's a story, he says, that became common in the second half of the 20th century as Americans escaped industrial pollution by moving to new suburban communities far from the lead particles embedding daily in the soil of their yards and in the lungs of their children.

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Students Investigate Environmental Inequality in New Course *continued*



“Week by week, we learn what environmental inequality means, its history and what makes it a justice issue.”

—ADAM SUNDBERG, PHD

The History of Environmental Inequalities service-learning course, which Sundberg debuted this year, encompasses seniors from multiple disciplines—“education, history, dance, some biology, sociology, political science, really from all over,” Sundberg says. It seeks to explain how the negative effects of industrialization impacted primarily racial minorities, in the United States and elsewhere in the world, who could not afford to escape. The course, he says, will continued to be offered for at least the next several years.

The service-learning concept reflects Creighton’s desire to integrate community service into the learning experience, which, in turn, aligns with the University’s strategic priority of developing rich and mutually supportive programs with Creighton’s neighbors in north and south Omaha.

Since the University’s Office of Academic Service-Learning was established in 2017, 58 courses have earned its AcSL designation. That number is expected to climb as the concept is expanded to Creighton’s schools of law, medicine, and pharmacy and health professions.

Sundberg’s course carries special resonance for Creighton, which continues to emphasize issues relating to diversity and care for the environment.

“Week by week, we learn what environmental inequality means, its history and what makes it a justice issue,” Sundberg says. “We do a deep dive historically, picking out important case studies in global history, starting with Spanish colonialism and come all the way to the present, talking about climate justice in the context of climate change.”

The course includes a hands-on trip to homes in North Omaha, and points across the metro area, where lead poisoning remains an issue. His students also accompany Creighton nursing students in north and south Omaha as they screen area children for lead by administering finger-prick blood tests.

Between 1999 and December 2015, according to Environmental Protection Agency figures, 130,090 residential properties were cleaned up in a 27-square-mile Superfund area centered on downtown Omaha. Just over 1,000 residential properties remain in need of decontamination, a process that is being pursued by the city of Omaha.

The students accompany Dupree Claxton, a case coordinator with Omaha Healthy Kids Alliance, a nonprofit that seeks to improve child health by improving housing. By shadowing Claxton as he tours and analyzes homes, they learn to identify environmental hazards.

“This pilot that we’ve been doing with these students is a real opportunity for them to see what’s going on inside the home and understand what’s happening from a real-world standpoint,” Claxton says. “More than anything, it’s observing and learning, being able to point out what hazards are, why they’re hazards, the things people have to deal with in these areas.”

Echo Perlman, DNP’17, RN, an assistant professor in the Creighton College of Nursing, invites Sundberg’s students to visit neighborhoods where, for the past three years, she has screened young children for lead levels. This year, she says, she expects to screen about 1,500 elementary schoolchildren.

It is an opportunity, she says, for the students to immerse themselves in a different world.

“The nursing students say it’s an education just to see the neighborhoods and the schools,” Perlman says. “It’s a socio-economic world they may not know. For most of them, this is their first exposure into diverse, socially economically challenged populations and so they live and learn.”

A similar benefit accrues to Sundberg’s students, Perlman says, who observe the lead screenings, helping out where they can.

“They get to look at the neighborhoods when they drive to the schools, they get to learn more about those neighborhoods and about different cultures,” she says. “It’s been just really interesting for them from a community perspective.”

Sundberg and Perlman say they hope a permanent database will result from the students’ research into lead pollution. Their findings will eventually be posted permanently, available to the public and constituting a useful guide to future researchers and to medical professionals like Perlman, who expects the students’ research will enable her to target lead screenings more effectively.

Marketing Course Carries Service-Learning Designation

BY MOLLY GARRIOT

Learn by doing. That produces a more competent student. Learn by doing good. That forms a more accomplished human being.

It is the principle of Marketing Management: Policy and Strategy, the capstone course for Heider College of Business marketing majors. The class couples experiential learning with service learning, simultaneously empowering students and the community organizations with which they work.

Stacey Menzel Baker, PhD, professor of marketing, teaches Marketing Management: Policy and Strategy. Because she has structured it from a service-learning approach, the course carries an Academic Service-Learning (ASL) designation and runs through the Office of Academic Service-Learning.

“Students consider the role of marketing as a social process that delivers a standard of living to society, as well as an organizational philosophy and an activity that occurs within organizations, including for-profit, nonprofit, governments and communities,” says Menzel Baker, creator of the course.

Her students accomplish this through community-based projects. During the fall 2018 semester, Menzel Baker divided her students into five separate project teams to look at different market development issues facing Seventy-Five North (75N), a nonprofit dedicated to creating healthy, sustainable, mixed-income communities in the Highlander neighborhood in North Omaha.

Project teams for 75N looked at future development, including senior living options; drawing more people to the accelerator, especially inhabitants from other parts of the city; summer programming options; ways branding could distinguish 75N from the Highlander neighborhood; and methods to share positive developments within the Highlander neighborhood and North Omaha.

Some semesters, Menzel Baker teaches multiple sections of Marketing Management and thus structures the course a bit differently. Instead of working with one nonprofit, students develop marketing plans that “have a social purpose bent to them” for a for-profit firm engaged in a social purpose or a traditional nonprofit, says Menzel Baker.

Examples from the spring 2019 semester include Football for the World, Fit Girl, Pascal’s Pantry in the Dominican Republic and Midland’s Latino Development Corp. Students currently enrolled in the course have honed in on the North Omaha 68111 ZIP code and are working with two nonprofits in North Omaha, No More Empty Pots and Heart Ministry Center, as well as Emery’s Café, a restaurant in the Fair Deal complex in North Village.

Approaching a marketing challenge from a service-learning perspective means students must be truly present and listen to their clients, and then open themselves up to the perspectives and needs of their clients and the people their clients serve, says Menzel Baker. Deep community engagement is required.

This coincides with a new era of marketing, across all organizational types. For example, more and more customers seek and support businesses that “get them” and that provide solutions to their problems. In the old era of marketing, marketing professionals targeted customers and engaged in “warfare” to scoop them up before competitors. In today’s environment, where customer power has increased and where business practices may be met by skepticism, this level of deep, authentic engagement is crucial.

Alexis Bromley was director of strategic partnerships at Seventy-Five North Revitalization Corp. when Menzel Baker approached her about a possible partnership. Short on staff and completely lacking in marketing personnel, Bromley quickly agreed. She says students did a deep dive into Highlander neighborhood dynamics. They went on a long walking tour, learning the history of the neighborhood and 75N’s mission and vision for it. They spent hours (at least 10 individual contact hours and 30-40 group contact hours, all outside of class time) developing relationships and discovering what their clients wanted. Then they went to work, formulating different marketing plans based on what they gleaned.

In the end, 75N implemented many of the students’ recommendations, including their proposals for increasing 75N’s digital marketing presence and social media demographic in order to heighten awareness of the organization’s story.

Bromley says the students had a passion for making a difference, evidenced by how thoroughly they approached their different projects.

“To create an authentic change for our neighborhood, collaboration has to happen,” Bromley says. “We can’t do that without institutions like Creighton to move our mission forward.”

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Marketing Course Carries Service-Learning Designation *continued*

The benefits of collaboration are a two-way street, however. The Heider students learned firsthand the challenges marketing professionals face when trying to alter their client's public perception. And, in the process, grew their own understanding of a community they themselves may have initially misunderstood.

Ryan Shadle, BSBA'19, reflected on this in one of the journaling papers he wrote for the course. He says that most Creighton students and city residents outside of North Omaha see the area as "troubled" and to be avoided. He quickly discovered a vibrant, cohesive community in Highlander, calling the 75N's Accelerator building on North 30th Street, in which Creighton has space, "incredible." It reminds him of the Blackstone District project.

"I soon realized that many people are missing out on what the North Omaha community has to offer," Shadle writes. "The difficult part is changing people's stereotypes. These things don't change overnight and with Seventy-Five North, we learned that quickly."

Senior Angie Ngo, a marketing and management double major from Boise, Idaho, is currently enrolled in the capstone course. It is the first service-learning class she has taken and says it has given her a greater appreciation for her major. Channeling her skills toward a social mission is personally gratifying and also a way the University lives its Jesuit mission to be an agent of change.

"Dr. Baker is very passionate about the Omaha community and being respectful of the communities we are working with," Ngo says. "Her intentionality with giving students firsthand experience with creating a marketing plan and working with an organization that contributes to the common good is the perfect exemplification of what all classes within the Heider College of Business should be striving for as a Jesuit institution."



"Dr. Baker's intentionality with giving students firsthand experience with creating a marketing plan and working with an organization that contributes to the common good is the perfect exemplification of what all classes within the Heider College of Business should be striving for as a Jesuit institution."

—ANGIE NGO

CLASS OF 2021, HEIDER COLLEGE OF BUSINESS

Pandemic Offers Creighton Students Opportunity for Reflection on Service

BY BLAKE URSCH

As it has with many aspects of life worldwide, the COVID-19 pandemic has changed the way Creighton University students are engaging with service.

Due to health concerns and the campus closure, students are no longer volunteering on-site with local community partners through Creighton's Schlegel Center for Service and Justice or through the University's Office of Academic Service-Learning.

Still, service leaders at the University are looking for alternative ways to serve community partners, and students are using the extra time to reflect on the broader systemic problems that the pandemic is revealing.

"The fundamental challenge that I see is that, while COVID-19 has made it even more clear that we're all connected, that we need one another, that we're only as strong as the most vulnerable in our community, at the same time, the best thing for most of us to do is to physically distance," says Ken Reed-Bouley, MBA'10, director of the SCSJ.

On its website, the SCSJ offers tips for how to engage with community partners, such as Omaha's Siena/Francis House, Food Bank for the Heartland and Heartland Hope Mission and others, during the pandemic. These include donating money and supplies, writing letters to low-income elderly people who are unable to receive visitors, and connecting with partners that are in need of limited in-person volunteers, while following guidelines from the Centers for Disease Control and Prevention and local health departments.

Creighton's Office of Academic Service-Learning, which works to incorporate service into academic coursework, is also highlighting the importance of indirect service in light of the pandemic. The office has placed on its website several recommendations for faculty on how to work alternative forms of community engagement into classwork.

Though unable to work on-site, some students are engaged in project-based service, helping local partners by conducting research, designing murals or advocating for solutions to systemic issues such as food insecurity and climate change, says Dan Walsh, BA'09, senior program administrator for the office.

"Service-learning is, at its heart, also promoting this idea of civic learning in our Jesuit, Catholic context, learning about Ignatian values related to justice," Walsh says. "How do we get students to critically reflect more on the systemic forces behind what they're learning in class?"

At the SCSJ, several of the center's weekly service coordinators have made efforts to connect via Zoom to engage in social analysis, says Becca Huju, BA'11, program manager for local community engagement and student formation. The concept of social analysis, informed by Catholic Social Teaching, involves discussing and questioning different social structures in order to get a more complete picture of societal problems.

In one recent meeting, Huju says, the coordinators discussed how the pandemic is disproportionately affecting the lives of people on the margins, particularly immigrants, refugees and people experiencing homelessness.

"There's a lot to be said for donating to the local shelter or even physically volunteering. But you can't just do that. You have to look at the structural issues," Huju says.

Reed-Bouley agrees. "The pandemic can be thought of as a natural disaster. But that's only part of the story. The other part is how we've set up our society — natural disasters exacerbate structural inequalities making it even more difficult for the people who are already most vulnerable," he says. "As the United States Conference of Catholic Bishops said in 1986 in their pastoral letter on the economy, society should be judged by how the least among us is faring."

VITA Goes Virtual

BY MOLLY GARRIOT

Creighton accounting students have a long history of serving the community through the Internal Revenue Service's Volunteer Income Tax Assistance (VITA) program. Each student in the Principles of Taxation course, taught by Tom Purcell, PhD, CPA, chair of the Accounting Department, volunteers at least 16 hours, and VITA is the perfect vehicle for this service.

Seniors Matt Kubicek and Peter Keller are co-directors of the 2020 VITA program. Like everything else, COVID-19 took a toll on the service, but Purcell, Kubicek and Keller figured out a way to continue the program even in the midst of the University's closing. VITA is now virtual, exclusively serving clients online.

Student volunteers were able to hold five clinics before the pandemic interrupted the academic year. Two were held at Winnebago Indian Reservation in northeast Nebraska and three were hosted on campus.

"We decided to continue the service online because we know how many people in the Omaha community rely on our services to complete their taxes every year," says Kubicek, a Shakopee, Minnesota, native double majoring in accounting and business intelligence and analytics (BIA). "We had so many people reach out to us and ask if we are still able to help them, and we want to fulfil the commitment we made at the beginning of the year."

Kubicek, Keller and Purcell first began exploring how to convert the clinics to an remote format during spring break when the University announced it would be starting online classes due to the pandemic. Kubicek says it was challenging to establish a new process that would be secure and would provide clients the same level of care and attention they have come to expect from student preparers.

But they devised a solid multi-review plan. First, an accounting student prepares the initial return, after which it is checked by a senior accounting student. Then Kubicek or Keller take a final look at the return, communicating with the client in the process. This three-tiered approach ensures that they are able to provide the same service they provide in-person, Kubicek says.

Keller, an accounting major from Garden City, Kansas, says the service component of the accounting course is beneficial because "we learn the course material and are reminded that there is a different world outside



of corporate offices." He recalls a client he served, a cancer patient who was juggling numerous medical bills and paying large sums out of pocket. Her return was complicated, but Keller knew that she relied on the students to provide quality service. It was a defining moment for him and reminded him how important VITA is to its clients.

Many students exceed the 16-hour volunteer requirement. "Going online is a reflection of the student body's willingness to volunteer within the Omaha community even while it is locked down," Keller says.

Kubicek reports the students have filed 224 federal returns this year from the five in-person clinics already held. Despite the interruption of service, they hope to exceed the 246 returns filed in 2018 and 251 in 2017.

"We'll file as many as we possibly can before the end of the school year," Kubicek says.

"Even in these hard times, the professors at Creighton, especially Dr. Purcell, have not only given us the resources to continue learning and helping people," he adds, "but are there every step of the way, even if we are six feet apart!"

Graduating Seniors Reflect on Redefining Privilege During Pandemic

BY EMILY RUST

“As my first year as an assistant professor of medical anthropology in the Department of Cultural and Social Studies comes to an end under such unusual circumstances, I feel compelled to publicly acknowledge that I am in awe about the resilience and selfless dedication of our students. They turned this public health crisis into an opportunity to better themselves and to engage with the world around them in ways that truly speak about Creighton’s distinctive education.

One of the anthropology courses that I taught during the spring semester of 2020, Healthcare, Society and Culture, had an academic service-learning designation. With the help of Creighton’s Academic Service-Learning Office, and notably of its senior program administrator, Dan Walsh, BA’09, students were paired with community partners, with the idea to integrate community service into academic learning. Most students had to discontinue their actual engagement with the community partners once the pandemic started. However, looking forward, our students found ways to stay engaged with the community, as proven by their final service-learning reflections.

Here are several fragments from graduating seniors’ essays—proving that, with Creighton-educated students out to set the world on fire, the future is bright.”

—Cristina Pop, PhD
Assistant Professor

Department of Cultural and Social Studies

“Being of service to others around me has been integral to my life journey. My father, an immigrant that moved to New York City in the 90s, struggled greatly in the pursuit of the American Dream. While my father’s struggles are not my own, I can enjoy a life of privilege because of his perseverance. That is why I have attempted to stay strongly involved with serving others. During the COVID-19 public health crisis, we have resorted to turning inwards, spending more time with our families and loved ones under a safe roof. However, it is important to understand that that is a privilege. My service throughout the years has focused on low income communities. Now, more than ever, these communities deserve a helping hand.

Currently, I work as an essential worker. I provide support to those that have struggled with mental health and drug abuse. This position has allowed me to gain a direct understanding of people’s struggles. This is where the importance of my ability to provide support is highlighted. In the absence of family during these troubling times, I can fill that void partially. Where a father may help with homework, a mother may prepare dinner, or a sibling can give life advice, a service worker like myself can fill those gaps temporarily. COVID-19 has helped me understand the weight of my privilege.”

—Arsal Akhtar, BS’20

“COVID-19 has challenged us with a renewal of responsibility. This virus has asked us how we respond when our actions have consequences on others rather than ourselves. Our ability to have choices during this time is a privilege, and with this privilege comes responsibility. We are responsible for protecting not only ourselves and our loved ones, but even those in the community that we have never encountered. Yes, we are responsible for the health of complete strangers. Why? Because there are pregnant mothers who need to go to their prenatal visits. There are cancer patients who are immunocompromised and must leave the house for treatment. There are elderly people who can no longer receive visits from their families. Likely, you are not one of these people.

So why should any of this matter to us? Every life matters, and we should feel discomfort by being complacent to the suffering of others. We should see a life less fortunate equal in value and human dignity to our own. It is a privilege to stay home, it is a privilege to have a home, and it is a privilege to be able to make a difference.”

—Andrea Laudi
Current Student
Medical Anthropology Program



Graduating Seniors Reflect on Redefining Privilege During Pandemic *continued*

"I recognize and understand the power and privilege I have been given through my family and education. I feel an obligation to help others who have not been awarded these same things. Going through this pandemic has only confirmed my responsibility to address social inequality and stratification. My education at Creighton over the last four years has taught me invaluable lessons focused on justice and caring for all people. These lessons have only heightened my drive to create a life built around fighting for justice and using the privileges I have been awarded to help others. I hope that this pandemic shines a light on issues of inequality and makes us understand the privileges we can use to lift others up in the community."

—Anne Archer, BS'20

"Our duties to others, especially in times like these, include acting for the greater good. By following the rules that prevent harm I acknowledge the humanity of others, and I also recognize that others may not be as fortunate as me. It is our duty to acknowledge our privilege, and act in a way that acknowledges that many others do not have those privileges. Experiencing this pandemic has reaffirmed my beliefs in acting for the greater good and in acknowledging the humanity of others at all times."

—Abbie DeVoe
Senior

College of Arts and Sciences

"I am not worried about getting my next meal, or my next income check, or if I would have support after I graduate. I am privileged to not have to worry about this pandemic. But instead of abusing this privilege, I should extend it to others. I do this by following the guidelines. I stay inside, support small businesses, and do my part so that this pain will eventually end for others. This parallels many lessons I have learned in college. I have not had to struggle much in my life, so I can use that position to serve others within my community."

—Mary Raitt, BS'20

BY THE NUMBERS

Students



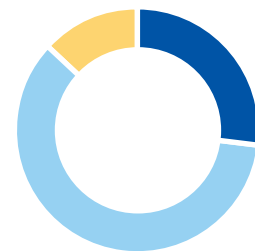
416 graduate students
765 undergraduate students
391 enrolled in Fall 2019
788 enrolled in Spring 2020

30,189
total service hours

Student Learning Outcomes

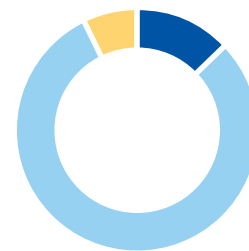
In a post-semester survey, faculty reported on student learning outcomes resulting from their academic service-learning experiences:

Students will integrate learning of disciplinary knowledge, gained through classroom exercises, with experiential knowledge, gained through direct contact with the everyday problems of real people.



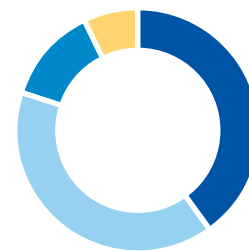
27% Advanced
60% Competent
0% Progressing
13% Insufficient Evidence

Students will encounter, serve, and form relationships through structured opportunities with individuals and communities that might otherwise remain outside their personal experience.



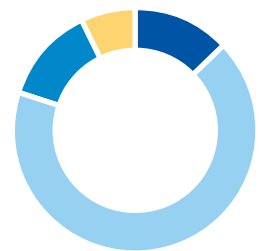
13% Advanced
80% Competent
0% Progressing
7% Insufficient Evidence

Students will develop skills of critical thinking and reflection about self, moral values, and social reality, within the institutional context of commitment to diversity, social justice, and the common good.



40% Advanced
40% Competent
13% Progressing
7% Insufficient Evidence

Students will foster the habit of community building and responsible citizenship.



13% Advanced
67% Competent
13% Progressing
7% Insufficient Evidence

Faculty

38
faculty taught
courses

Erin Blankenship-Sefczek
Jill Brown
James Carney
Katelyn Cherney
Daniel DiLeo
Barbara Dilly
Anna Domina

Margarita Dubocq
Laura Finken
Kelly Gould
Bobbi Greiner
Erin Johnston
Bethany Kalk
Thomas Kelly

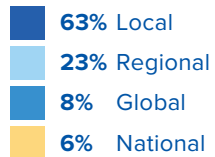
Maya Khanna
Brian Kokensparger
Amy Lane
Kate Mahern
Guy McHendry
Maria Mena-Bohlke
Stacey Menzel Bake

Christopher Mihalo
Margo Minnich
Amy Nelson
Anne Ozar
Cristina Pop
Tom Purcell
Kathleen Rettig

Peggy Ruprecht
Samantha Senda-Cook
Ryan Spangler
Adam Sundberg
Andrea Thinnies
Mary Watson
Marisa Welch

Monica White
Ryan Wishart
Carol Zuegner

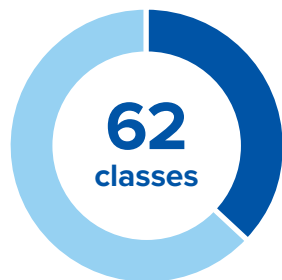
Community Partnerships



Top 10 Partners *(by classes partnered)*

- Siena/Francis House
- Lutheran Family Services of Nebraska
- OneWorld Community Health Centers
- Micah House
- Together Inc.
- Completely Kids
- Heart Ministry Center
- Munroe-Meyer Institute
- Hope Center for Kids
- St. Pius X/St. Leo School

Overall



13% of students participated in a AcSL class *(estimated)*

67%
participation of
colleges and schools:

College of Arts and Sciences
College of Nursing
Heider College of Business
School of Dentistry
School of Law
School of Pharmacy
and Health Professions



Impact of COVID-19

COVID-19 significantly impacted academic service-learning activities, as most courses had direct-service components with community partners. Here's how some faculty said they were affected:

"We had to eliminate the in-person community engagement component of the course. So, it had a substantial impact."

"We had to cancel 8 weeks of service-learning dental rotations at the public health dental clinics because all dental care was ordered to stop except for emergency care."

"Because all the service sites closed, even students who live in Omaha could not meet with them. However, most students left the area. Some students completed all their required hours; others completed a portion of their hours."

"It made it necessary for me to revise all the field assignments in the second half of the class, which made it necessary to revise the focus of the assignment. However, it did not seem to detract from the outcome of the papers students wrote that evaluated the larger community contributions of the Big Garden and its multi-faceted approach to food and environmental justice. The students bought into the spirit and mission of the course early on in the semester where I invest considerable time motivating buy in to course and community engagement."

"Students had to return home on March 18th, which prevented them from completing their 2nd rural immersion. Similarly, we were unable to do the educational aspects of the program with the community, as the Dominican Republic went on a nation-wide lock down on March 19th."

"COVID-19 affected 57% of the occupational therapy students in whole or in part during their AcSL component of OTD 318. Some students began their clinical experiences prior to Covid restrictions and were exposed to their AcSL site/ coordinators and clients/patients. For those students who were unable to complete their 16 hours at their AcSL site, alternative assignments were created by the co-IORs to supplement their learning experience. "

"Our class was unable to complete the AcSL component of the course. Our service was planned to be completed at Project Homeless Connect Omaha but the event was cancelled. "

"The students returned home on March 18th, and therefore were unable to complete their service hours for the second half of the semester. Additionally, several of the service sites closed too, so even if the students stayed in the DR, service would have been cancelled."

"Our activity was "handwriting camp" in which students developed a 45–60 minute "camps" and implemented them in the classroom with the children and teachers. Six camps were scheduled, and the majority of student groups were able to attend their sites 5/6 scheduled opportunities. 1-2 visits were transformed into "virtual" camp sessions where students changed their camp to a "Camp at Home" format and sent the plans to the community partners for distribution to individual families. The three scheduled reflection labs were held as planned."

"I had to cancel the service-learning component."

"We had to cancel the last two scheduled VITA clinics. However, we were able to offer services online and completed about 30 additional returns. "

"Most of our students would have provided service at Project Homeless Connect or other live service situation. Most of them were not able to do this. Instead, we developed a "make-up" discussion session where students participated with others in a virtual ZOOM setting. We heard from people experiencing homelessness and people who provide service to people experiencing homelessness with time for questions and small and large group discussion."

OASL Team



TOM KELLY, PhD
DIRECTOR
PROFESSOR OF THEOLOGY



DAN WALSH, MSW, MPA
SENIOR PROGRAM ADMINISTRATOR

2019–2020 Engaged Learning Committee

CREIGHTON FACULTY AND STAFF REPRESENTATIVES

Andrew Baruth, PhD
Associate Professor
College of Arts and Sciences

Becca Huju
Program Manager
Schlegel Center for Service and Justice

Brian Kokensparger, PhD
Assistant Professor
College of Arts and Sciences

Kathleen Flecky, OTD, OTR/L
Associate Professor
School of Pharmacy and Health Professions

Kelly Gould, MPH, RDH
Assistant Professor
School of Dentistry

Lori Rusch, PhD, RN
Assistant Professor
College of Nursing

Margo Minnich, DNP, RN
Assistant Professor
College of Nursing

Stacey Menzel Baker, PhD
Professor
Heider College of Business

Vicki Bautista, MA
Resident Assistant Professor
Center for Health Promotion and Well-Being

COMMUNITY PARTNER REPRESENTATIVES

Abbie Kretz
Lead Organizer
Heartland Workers Center

Craig Howell
Director of Community Partnerships
Together Inc.

Eric Crawford
Executive Director
Heart Ministry Center

Luis Vasquez
Minority Health Outreach Program Manager
OneWorld Community Health Centers

Faculty Development Opportunities

Academic Service-Learning Online Seminar Available On-Demand

Facilitators: Tom Kelly, PhD, and Dan Walsh, MSW, MPA

This online seminar will review best practices, identify tools and resources, and offer reflections to assist faculty in creating academic service-learning (AcSL) courses. Over the course of 12 modules, participants will understand key aspects of AcSL pedagogy, including teaching in online settings. Interested faculty can complete all modules to receive a Certificate of Completion in Academic Service-Learning pedagogy from the OASL.

Seminar Overview

- Introduction to Academic Service-Learning
- Standards and Stages
- Links to Curriculum
- Student Preparation and Formation
- Critical Service-Learning
- Community Partnerships
- Project Management
- Reflection in Academic Service-Learning
- Assessment and Evaluation
- Putting it All Together: Syllabus
- Now What? Scholarship and AcSL
- Online Academic Service-Learning*

**Online Academic Service-Learning module is also available as a stand-alone session.*

For more faculty resources related to academic service-learning, visit creighton.edu/geo/academicservicelearning or contact us at oasl@creighton.edu





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AT AUSTIN
BY THE ARTS AND ARCHITECTURE
DEPARTMENT

CONTACT US

Office of Academic Service-Learning
Creighton Hall 107–108
402.280.4388
oasl@creighton.edu

 [@creightonOASL](https://twitter.com/creightonOASL)

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