



2020–2021

Impact Report

Office of Academic
Service-Learning

Creighton
UNIVERSITY

Global Engagement Office
Academic Service-Learning



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The Office of Academic Service-Learning

Whether you are a student, faculty member or community partner, the Office of Academic Service-Learning (OASL) is here to help you find opportunities to serve and learn in the community.



GOALS

1. The Creighton campus and community together in partnership share resources, address community-identified needs and help to educate students to become faithful and engaged agents of change.
2. Every student engages in academic service-learning courses during their time at Creighton.
3. Every school, college and program includes academic service-learning courses.
4. Faculty are recognized and incentivized for teaching service-learning courses, especially in the rank and tenure process.



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.



WELCOME: INTERIM DIRECTOR

DEAR FRIENDS OF THE OFFICE OF ACADEMIC SERVICE-LEARNING,

During this past year, I have often reflected on the life of St. Ignatius of Loyola. In the early days of his journey that culminated in the founding of the Jesuits, Ignatius wanted to go on a pilgrimage to the Holy Land. Things did not go as planned, and Ignatius eventually ended up working behind a desk overseeing the administrative needs of the global Jesuit mission, having never travelling the globe himself.

Many things did not go as planned during academic year 2020–2021. The country continued to suffer through a pandemic, economic recession, the rise of racial injustice, and deepening political polarization and distrust. Meanwhile on Creighton's campus, academic service-learning students were largely unable to work directly with many of our community partners.

Despite this, Creighton faculty continued to utilize academic service-learning in their teaching this year. As you can read in the stories that follow, Creighton faculty, students and community partners addressed critical issues affecting our communities through experiential learning and partnership. In many cases this was accomplished virtually or behind a desk, not unlike St. Ignatius the administrator.

Inspired by Ignatius who didn't travel the globe but nevertheless had a global impact, we'll continue seeking creative ways to provide community-based learning experiences that invite our students to discern how to be for and with others.

A special thanks to Creighton faculty who not only managed teaching in-person, hybrid and online courses throughout the year, but also took on the extra work of helping our students become global citizens through community engagement!

Thank you for your partnership and support,

Dan Walsh, MSW, MPA, BA'09

Interim Director



ACADEMIC SERVICE-LEARNING IN ACTION

MKT 473: Lightbulb Moment

Stacey Menzel-Baker, PhD, was having lunch with her friend Jonna Holland, PhD, over the summer, discussing how Baker could continue her academic service-learning class against the backdrop of COVID-19 and the related safety measures. Social distancing and student requirements of staying on campus present many challenges to integrating community engagement into a course, especially when students are unable to directly interact with community members off-campus.

Holland is a professor emeritus from the University of Nebraska at Omaha and a volunteer with the nonprofit BeadforLife, which creates sustainable opportunities for Ugandan women to lift their families out of poverty. She was contemplating how she could help transition BeadforLife into a fundraising network for another nonprofit, Street Business School (SBS), which aims to end extreme poverty by empowering women as entrepreneurs.

That's when Baker and Holland came to the sudden realization that they could collaborate, and the focus of Baker's academic service-learning project, MKT 473 Marketing Management: Policy and Strategy, materialized.

MARKETING AND SERVICE COMBINE

For the initial project, Creighton marketing students were tasked with addressing two problems: how to sell the remaining inventory of BeadforLife given current conditions and how to increase private donations to SBS. Much of the work was done virtually; student teams communicated with team members and the community partner, SBS, via Zoom and email, with in-class feedback from Baker. The students experientially learned about marketing by supporting the causes of BeadforLife and SBS, but they also learned about innovation, global engagement and what it means to live out Creighton's Jesuit mission.

Duncan Werling, BSBA'20, says this project differed from his other class experiences at Creighton, noting, "This class provided the opportunity to get practice in building the skills, comfort and familiarity within the logical systematic process in making business decisions."



Mary Ascher, BSBA'21, who had past internship experiences with Fortune 500 companies and in the Heider College of Business, was excited when the project came along because it would give her experience working with nonprofits. "This project was important for my future because it gave me experience that I had been lacking, to test out if this is something I would really want to do," she says.

That sentiment resonates with Holland, who has always believed that it's important to bring students into these kinds of projects. "It deepens your learning to be able to apply what you're hearing in the classroom to the real world. But when you can add that extra dimension of nonprofit or cause-related marketing, it heightens students' interests in not only this project, but their opportunity to make a difference as their careers progress," she says. "All sorts of organizations that are out there doing good and saving people's lives need these skills." Due to COVID-19, however, academic service-learning classes and nonprofits alike had to adapt.



CHALLENGES LEAD TO INNOVATION

"I like that students had to grapple with this project. How do we support BeadforLife, and how do we do donations differently when we can't just have a regular social event to display these products?" The moment, she says, presented a great learning experience for students, adding that the generation coming through COVID-19 are leaders of the future. "That adversity is going to give them so much wisdom and so much strength."

Empathy and adaptability gained in the project are also leading students to make global connections. Through education, entrepreneurship and empowerment, both organizations are changing the lives of women, but through this service-learning project, they are also changing students' perspectives.

GLOBAL CONNECTIONS

Baker says that through the project, students have become more sensitive to other cultures and to ways in which other people live their lives. This, she says, enriches their awareness of their connection to the global world, to each other, and to the ways in which social categorization impacts how they view the world. Broadening student perspectives is important, especially now, she says, because businesses are prioritizing empathy as a skill in their employees.

In reflecting on Creighton's Jesuit mission, Baker believes that "there ought to be something special about a capstone from a Jesuit school: We focus on being men and women for and with others and being concerned about *cura personalis*. I think projects like this really help to solidify and distinguish some of our marketing graduates as they compete for jobs."

Ascher agrees: "If we came into Creighton the same person as when we leave, then the professors are not doing their jobs. I personally have been changed by my time at Creighton—my perspective has broadened. Creighton builds us into agents of change. And I think that's what this class project in particular has asked us to do: To take our specific talents, form groups and work together to do something that's impactful outside of our Creighton community and even our community here in the United States."

Werling sees the impact of his Creighton education, too: "We're literally changing lives in Uganda. And I know for me, that's something I really held onto throughout the semester when there were a lot of unknowns. I could still do something tangible that will have an effect on families and communities and potentially the world."

Baker says that despite the challenges presented by COVID-19, "every single person in that classroom had at least some lights go off. I didn't want them to miss that moment and to miss seeing it in each other—this confidence in them that comes from seeing that they made a difference."



JPS/THL 274:

Voting as an Act of Love

"Political participation is not merely worthwhile, but one of the 'highest forms of charity.' Charity, or the Latin caritas, is the highest theological virtue and a word for what we more commonly call 'love.' Pope Francis [says] that politics is an important way of loving God by loving our neighbor in an incarnational, concrete way. Catholics are called to get involved in politics—to 'meddle,' even!—instead of disengaging and avoiding the messiness of political life."

—From Contemplation and Political Action: An Ignatian Guide to Civic Engagement

In fall of 2020, Creighton students merged theory and practice to engage in the "messiness" of political life. As part of the Cortina Living Learning Community, students enrolled in JPS/THL 274 – Theological Ethics: Social Action and Political Advocacy. In this academic service-learning course taught by Dan DiLeo, PhD, assistant professor of cultural and social studies, students studied applied theological ethics, nonviolent civil action and legislative advocacy. They then partnered with Heartland Workers Center (HWC), a nonpartisan 501(c)(3) community-organizing nonprofit, to encourage voter turnout.

Throughout the course, students participated in HWC's get out the vote campaign, contributing almost 800 hours of phone banking with Omaha residents. Students also conducted over 250 hours of interviews with their peers where they helped them distinguish among values, issues and candidates. As part of these interviews, students directed their peers to the Division of Student Life's Voter Resources pages to learn how to register to vote and confirm their polling information.

At times, students were frustrated by this project. Some people didn't answer or hung up on them. Normal face-to-face and door-to-door engagement was also out of the question due to COVID-19. As DiLeo observed, the phone banking was not always flashy, but these frustrations are part of the process. It nevertheless provided opportunities for encounter and dialogue.



"Throughout this experience I have learned the value of civic participation," one student said. "Phone banking has allowed me to better discern what I believe, become more politically active, and feel passionate about using my voice to positively contribute to society."

ON A CIVIC ENGAGEMENT MISSION

The theme of this year's Ignatian Solidarity Network's voter engagement initiative was "Voting as an Act of Love." Though not directly associated with this initiative, DiLeo says projects like this help Creighton work toward its larger mission.

"We talk about a faith that does justice, and we know that a social project that brings Ignatian values into society is central to the mission of Jesuit higher education. Civic engagement is essential to this work as it tries to transform the world and encourages people to think about operationalizing that faith to do justice through democratic participation."

Students had noticeably more dynamic and engaging class discussions this semester. As a result of their lived experiences through academic service-learning, they were more invested in conversations. Speaking of his students, DiLeo reflected, "The content wasn't something abstract, it was real. Students being able to see these connections and owning material in ways that are more authentic made for more in-depth classroom discussions."

FROM THE HEART

Love might not be the first word that comes to mind when thinking about engaging the messiness of political life of the United States during election season, but these students recognized the love and care required to maintain a civil society.

"After completing my final phone banking experience, I felt proud in the work I accomplished," one student reflected. Another said, "I will remember that democracy is something we can't take for granted and making it accessible to all is crucial."



The Cortina Living Learning Community is a sophomore community focused on developing students in the areas of service, faith and justice. During their time in Cortina, students learn about social justice issues, take Cortina-designated Magis courses, and learn how to use their gifts and talents to be what Fr. Jon Cortina calls "liberation whatever."

JRM 341: PR Students Fight Food Insecurity

Peggy Rupprecht, PhD, assistant professor of computer science, design and journalism, in the College of Arts and Sciences, is using her Public Relations Writing (JRM 341) course to deepen student learning with an eye for the Jesuit mission through its work with course client, No More Empty Pots (NMEP). NMEP is an Omaha nonprofit that promotes self-sufficiency, regional food security and economic resilience of urban and rural communities through advocacy and action.

“Students often think service-learning is serving a meal at a homeless shelter or painting a house, but they don’t realize using professional expertise when working with a nonprofit can be just as valuable,” Rupprecht says. In this project, students work with NMEP strategic communications coordinator Amy Zeller to develop public relations materials. The goal is to assist in promoting NMEP’s increasingly virtual programmatic offerings to the community.

Talia McGill, chief operating officer of NMEP, says that “partnering with the Public Relations Writing course at Creighton supports NMEP’s capacity to reach more of the community via virtual platforms. Access is a huge barrier in the community, and the ability to inform and share pertinent information that individuals and families need in a way they can receive it is crucial.”

CONNECTING WITH NONPROFITS

In past courses, students have taken field trips to the client organization, toured facilities, participated in programming and held face-to-face meetings with stakeholders. “We didn’t have that experience this semester, but, in some ways, connecting with clients and guest speakers via Zoom has made it easier to facilitate conversations with our students,” Rupprecht says.

Rupprecht’s favorite part of her service-learning classes are student reflections at the end of the semester. She says, “Students develop a deeper appreciation of how their privilege and their experience attending a Jesuit institution align with their future work in the community.” Likewise, the service-learning course opens students to the world of nonprofits.

“It’s amazing when students are asking questions about the nonprofit field in general, and the needs of nonprofits, and how the public field connects,” Zeller says. “It’s fun educating students about nonprofits, teaching about asset-based language, providing exposure to fundraising and grant writing—pieces of the marketing world that they wouldn’t otherwise have.”

Creighton students agree. “Working with NMEP has been an amazing experience,” Heider College of Business junior Alejandro Tavarez says. “This project has done much more than just teach me how to improve my writing. More than anything, it has inspired me to work to incorporate sustainable change in our community. I am grateful that NMEP has provided this incredible opportunity to our class.”

College of Arts and Sciences senior Marissa Galardi agrees. During the class she noted, “I’ve learned so much already about communicating from a nonprofit perspective. My favorite lesson of this class so far is focusing on asset-based language—something I think is critical in any kind of work. It’s about looking at the larger systems in play and being able to vocalize and communicate messages that work toward a larger, collective response and change. That’s something I know my classmates and I will benefit from in our time at Creighton and beyond into our professional careers.”



IHW 501: Creighton, FITgirl Inc. Zoom in on Health

Creighton University's Center for Health Promotion and Well-Being partnered with FITgirl Inc. on Feb. 28 to provide 60 Omaha girls with direct, hands-on learning experiences designed to encourage physical fitness and emotional well-being.

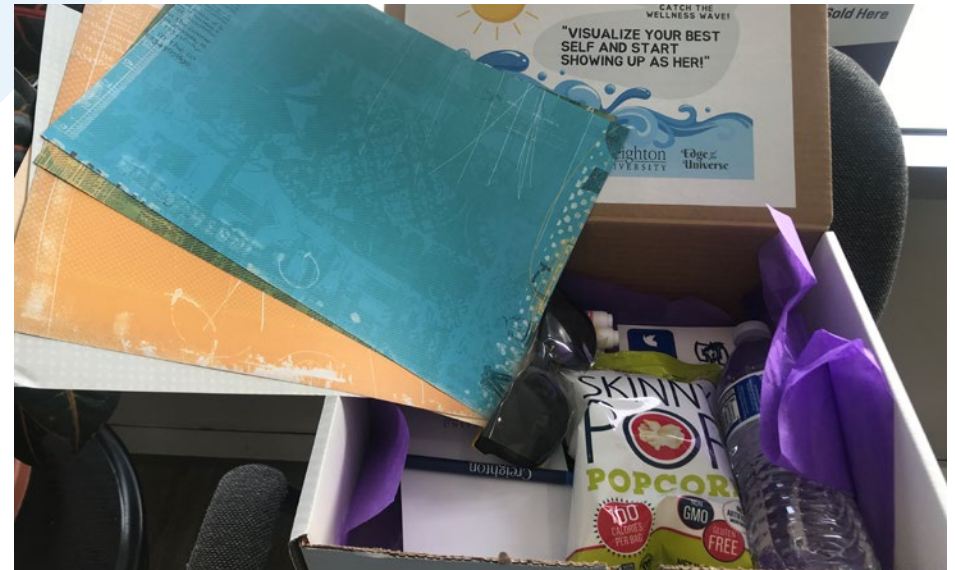
A 90-minute beach-themed Zoom seminar titled "Catch the Wellness Wave" addressed self-love, sun safety and self-care during breakout sessions led by students enrolled in an academic service-learning course through the Creighton Graduate School master's program in Integrative Health and Wellness. The children, aged between 8 and 11 years old, had been unable to pursue normal FITgirl activities due to COVID-19 social distancing requirements. The Zoom seminar was an opportunity for them to recover their sense of community while engaging in fun activities, and it provided a valuable service-learning opportunity for Creighton students.



A FEEL-BETTER TOOLBOX

"The girls made 'inspirational message boards' where they wrote down statements or quotes that are impactful to them and then decorated the boards with things like seashells and flower petals," says Creighton's Vicki Bautista, EdD, (pictured) assistant program director, Integrative Health and Wellness. The girls also made bracelets with UV beads that change color when conditions outside suggest that sunscreen should be applied. Those materials were contained in boxes that were picked up by the girls' parents. The boxes themselves are intended to be useful keepsakes, Bautista says.

"They will be places to put things that make the girls feel happy," Bautista says. "So when they have a day where they might have had an argument with a friend, or had a bad day at school, they can visit their box and find a positive statement, or perhaps view something like a picture of a friend or a family member, or perhaps a toy or keepsake they got somewhere or somebody once gave to them. We are hoping the box will be a tool to help the girls reframe their emotions to a healthier state."



Stephanie Corbelli, an Integrative Health and Wellness student who participated from Everett, Washington, says the Zoom program was a highlight of her Creighton studies. "Participating in the academic service event marked one of my favorite experiences thus far," she says, "The wellness event let me share about something I'm passionate about, and when it was finished, I felt so much joy because it felt like I made a difference."

STAYING WELL WHILE STAYING APART

FITgirl Inc., led by Cheri Dickmeyer, BSBA, is an Omaha-based nonprofit that offers pre-teen and teen girls mini-camps, 12-week empowerment classes, yoga and fitness classes, mother-and-daughter self-defense classes and dad-and-daughter activities to build physical, mental and emotional wholeness.

"As children may be impacted in multiple ways by the pandemic, it is critical that we are mindful of their physical and emotional well-being," Dickmeyer says. "Creighton Center for Health Promotion and Well-Being and FITgirl, Inc., wanted to provide a fun, educational online wellness event that provided a sense of connection and motivated girls to take responsibility for their physical and mental health by incorporating lessons taught by graduate students in the Masters of Integrative Health and Wellness program about self-love, self-care and mindfulness."



OTD 436:

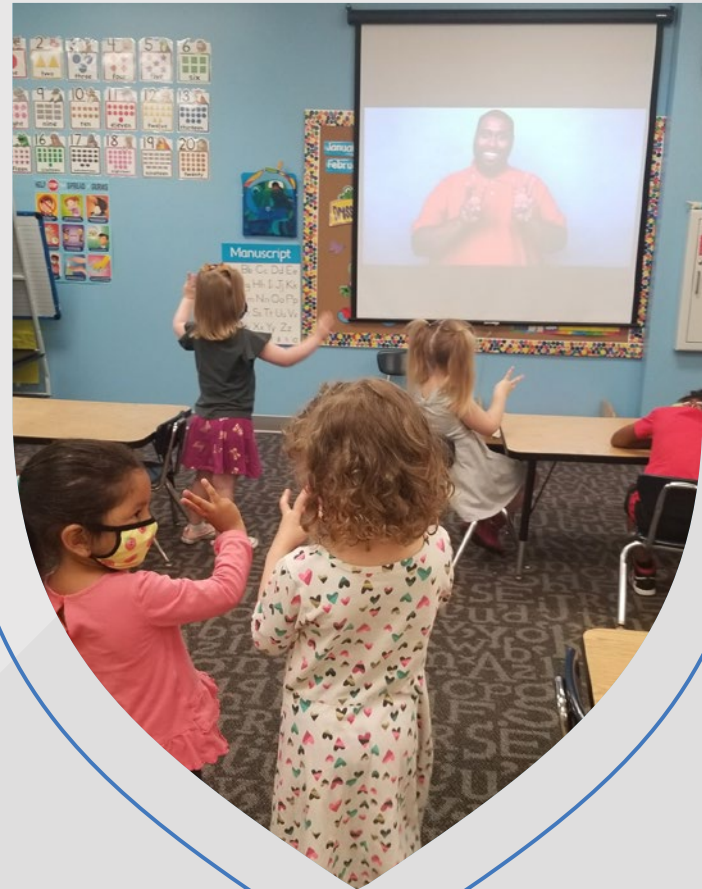
OT Students Think Outside the Box

Handwriting Camps, designed and delivered by occupational therapy (OT) students as part of their pediatric curriculum, are a fun way for students to bridge the gap between the classroom and the real-world.

Typically, the handwriting camps occur within the elementary classrooms as OT students facilitate five to six 30-minute activity sessions in kindergarten through 4th grade classrooms at St. Pius X St. Leo (SPSL) School. However, as with many other experiences during the COVID pandemic, instructors Marisa Welch, OTD, OTR/L, and Bobbi Greiner, OTD, OTR/L, thought outside the box on how the OT students could still engage in academic service-learning to apply their clinical skills and the SPSL students could improve their handwriting skills. This is where the idea of asynchronous virtual handwriting camps was generated. The OT students delivered handwriting camps to students using original YouTube “camp” videos that the teachers played the videos and facilitated handwriting activities in the classroom setting.

The final products of these camps far exceeded our (IORS) expectations, and the students demonstrated immense creativity in formulating and producing these videos. While the true hope is to be back in person in future academic years, these groups of students showed us how despite unique circumstances, knowledge can be shared, and learning can occur with innovation, flexibility and creativity.

One key player in making the implementation of these camps possible was Occupational Therapy DCE student Marissa Stewart, who served as the liaison between the Creighton students and faculty and the St. Pius/St. Leo staff and administration.



LAW 388: Passing the Baton



Lady Justice may be blind, but she isn't cheap. Kate Mahern, JD, recalls attending a court session consisting of 30 cases, all of which involved people facing eviction. Only one case prevailed, the one that had legal representation. That Mahern provided that representation—at no cost through her position with Creighton University's Milton R. Abrahams Legal Clinic—is not the point. The point is that law is complex and that even with something seemingly as basic as an eviction trial, it can be nearly impossible for an unrepresented tenant to prevail.

That is just one of many stories from Mahern's 28 years managing the Abrahams Legal Clinic, a free clinic she was recruited in 1992 specifically to create. She came to Creighton from Texas Southern University, a historically Black university where she served for nine years as director of an elder law clinic. Her mission in Omaha was to assist the School of Law in creating a legal clinic that would give students practical legal experience while providing legal services to the low-income community.

In 1993, she opened the clinic, spread word around town that free legal assistance was available to people who lacked the means to pay, and waited to see what would happen.

She did not have long to wait.

"We decided we would take applications from anybody—that there would be a period of discernment in which we figured out how we could best serve our client base," Mahern says. "It became pretty clear that the greatest need was in the area of family law, but that area is so massive, and the need so great, that over time we narrowed it down to focusing on survivors of domestic violence."

In the decades since, the clinic has expanded its services to include guardianship, landlord/tenant issues, and wills and probate work.

NEW LEADERSHIP

Having seen her creation grow to the point at which three lawyers now oversee the third-year law students who receive and manage cases, Mahern retired from her leadership role in August 2020 and handed the baton to Diane Uchimiya, JD, LL.M., now serving as director of clinical programs at the law school.

Uchimiya, who was sworn into the Nebraska State Bar Commission last fall, comes to Creighton from the University of La Verne in La Verne, California, where she was both a tenured professor at the La Verne College of Law and the founder of an immigration clinic.

"It is our responsibility here to grow the program enough so that we increase the capacity for students to get real-life practice experience before they graduate," Uchimiya says. "We do this under the supervision of licensed attorneys who can help them to really be prepared for what they will face in the career they are working toward."

Uchimiya says she hopes in the years ahead to add practice areas and externship opportunities for Creighton law students but also to build bridges to other Creighton schools and colleges and to outside organizations to provide what she calls "wraparound" services. "People who face so many challenges that they cannot afford an attorney usually have many other difficulties," she says. "Financial challenges can affect education, whether kids can participate in sports or other activities, repeated emotional trauma and even violence.

"We can refer people to places but we don't know whether those offices have the capacity, which is why I want to see Creighton, which has nine schools and colleges, come together. I would like to provide not just legal services but to serve the whole client and to try to make a bigger positive impact on each individual client's life."

ANSWERING THE CALL FOR OTHERS

Uchimiya's philosophy tracks with Mahern's founding conviction that the legal clinic should focus on giving students not just a taste of real law practice but also a taste of life as they are unlikely to have experienced it—an exposure that helps them grasp their power to help.



The clinic, Mahern says, has always served two important purposes. The first is to give students the opportunity to prepare real legal documents in preparation for real appearances in real cases before real judges. The second is to answer Creighton's call "to act for others" by providing legal services to people who otherwise could never hope to acquire legal representation.

That person might be a mother who survived domestic violence, now embroiled in a custody dispute, a tenant trying to force a landlord to make required repairs, someone facing homelessness, or a grandmother seeking to provide for her grandchildren through a guardianship.

"If I became homeless, I could find a place to go because of the support systems and privileges that I've had in my life," Mahern says. "But a lot of people don't have those systems, and I've seen clients facing homelessness with many children. Now, all of a sudden, you've got somebody with multiple children trying to find a place to stay, a nearly impossible situation."

Many lessons are learned by clinic students involved in such cases, Mahern says, one of the best of which is learning that lawyers possess immense capacity to do good.

"Students often come in with very little experience in the communities that we help, and it can be a very eye-opening experience for them," Mahern says. "They gain an understanding of how much an attorney can do for somebody with very little effort—a demand letter, a little negotiation, and your client now has enough money for a deposit and a month's rent and a little extra."

"The law is a very powerful tool. Students need to know that when they get out into practice there are ways to help people who can't pay them. Their education has given them a lot of power, and we want them to use that power for the good of the community."

REAL LEGAL EXPERIENCE

The legal experience students receive through their involvement with the clinic is very real. Nebraska law permits third-year law students to practice law under the supervision of a licensed attorney, and Mahern says that is what happens at the clinic.

Students draft legal documents, prepare affidavits and build a thorough understanding of a case by meeting with clients. They stand before judges and present legal and fact-based arguments regarding, for example, who should be awarded custody and the amount of child support that should be paid. Through this work students gain professional autonomy and grow in their work and as people.

The supervising attorneys, of course, have had much to do with the student's case preparation, advising which elements of an argument to stress and how to marshal facts. And if a judge's questions become particularly complex, the supervising attorney can and will step in. But, by and large, the student stands alone before the judge, presenting and arguing a real case with real-life consequences.

A COMMUNITY OF SUPPORTERS

Looking back on the origins of the legal clinic, Mahern is eager to give credit where it is due. It was, she says, a very good day when she got a call from Connie Kearney, JD'87, shortly after the clinic opened its doors. An experienced attorney and Creighton law graduate, Kearney was instrumental in helping Mahern gain her footing in the Omaha courts.

"Connie asked to come in and talk about the new clinic," Mahern says. "So she comes in, and this woman who has more dignity in her little finger than most people have in their entire body, who had gone to law school later in life, who was willing to work for free, said she would like to work at the clinic. She had all this experience in family law, and so really she became my mentor, and a dear friend."





Kearney, along with her husband, Lee, proved great friends of Creighton's legal clinic, to the point that their generosity permitted creation of the Connie Kearney Endowed Chair in Clinical Legal Education in 2001, which Mahern held until her retirement.

The clinic is named for Milt Abrahams, BA'26, JD'27, HON'86, a prominent and much-admired Omaha attorney who died in 2000 at the age of 94. Abrahams became a Creighton legend, having been named editor of The Creightonian student newspaper in 1924, serving in 1926 as president of Creighton's German Club and establishing himself as a star of the University's debate team in 1927.

The Lozier Foundation, at the request of Lawrence Rafal, then Creighton's law school dean, gave a major gift to name the legal clinic for this luminous alumnus. By all accounts, Abrahams was an inspiration to all who knew him. Mahern says that it was her privilege to know him, and that each day, when she entered the clinic and saw his picture, she was reminded of the responsibility she had to live up to in a clinic that bears the name of Milton R. Abrahams.

The Lozier Foundation, in supporting the clinic, was in good company. The clinic's work is much valued by the Omaha community and has been supported by several prominent philanthropists, including the Hon. Robert Pratt, JD'72, and his wife, Rose Mary Pratt; Phyllis and Dr. Keith MacAdam, the daughter and son-in-law of Abrahams; and Judy Weill, JD'79, and her husband, Dick Weill.

AN EDUCATIONAL MISSION

Although providing legal services for the poor is the clinic's function, its purpose is integral to the School of Law's larger mission of providing a comprehensive legal education over the course of three years of study.

Students who sign up to serve with the clinic are actually enrolling in a four-credit course that will build experience in client interviewing and counseling, drafting, fact investigation, law office organization and management, negotiation, preparing for and conducting trials and administrative hearings, recognizing and addressing ethical problems, and trial techniques. They also take classes and listen to guest speakers, all the usual experiences of a law student.

The clinic's webpage expands on those experiences: "Students also learn about the range of legal issues that arise from inequalities within our society and the challenges lawyers face representing clients with serious educational, economic, intellectual, cultural and psychological disadvantages.

"Students are taught to represent clients with integrity, ethics and professionalism, and to strive to improve the law profession. The clinic takes cases from nearly every area of the law, offering students the opportunity to work with special projects, including the Domestic Violence Project and the Housing Law Project, and with project attorneys."

LOOKING TOWARD THE FUTURE

The breadth of experience reflects new director Uchimiya's desire to increase the areas of legal service the clinic provides. Perhaps naturally, given her role founding an immigration law clinic at La Verne, Uchimiya says she is giving serious consideration to taking on immigration law as a set practice at the clinic.

"I have not decided 100% one way or the other whether we will definitely take on immigration," she says. "If we do, it will supplement rather than displace our existing practice areas."

Immigration issues are not entirely unfamiliar to Creighton's law clinic, she says, since they often arise as a component of other issues. "There are (case) intakes that come to us in the other practice areas where it just so happens that the person, or someone related to the case, is an immigrant and immigration issues arise," Uchimiya says. "I tend to notice when that happens and so offer some perspective and information."

Mahern, who is now retired from Creighton but intends to continue practicing law—likely handling cases for the Creighton legal clinic she helped to create—says the past 28 years, and the years ahead, constitute an ideal situation.

"I'm still going to practice law, primarily through the clinic," she says. "I think I have the best job in the world. I can pick my clients, I can help level the playing field, I can achieve the satisfaction of knowing I continue to make a difference in the lives of our clients.

"It's been a great 28 years, the best job I could ever have imagined. I am grateful every day that Creighton gave me this opportunity."

Academic Service-Learning by the Numbers



**1,054
students**

829 unduplicated

**23,010
service hours**
including indirect



**36+ community
partnerships**

**(3 GLOBAL, 3 NATIONAL,
9 REGIONAL, 21 LOCAL)**

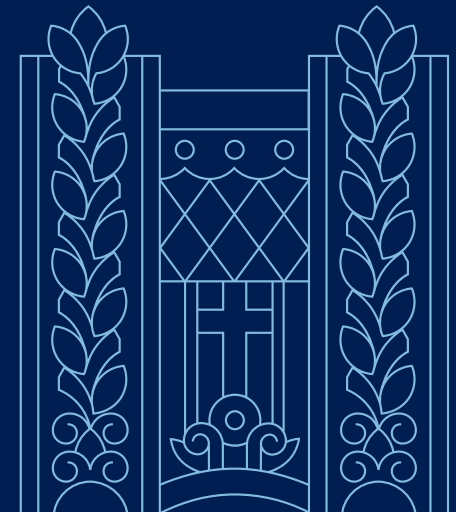


30 faculty

Vicki Bautista
Jill Brown
Katelyn Cherney
Amy Cosimano
Daniel DiLeo
Anna Domina
Catherine Fox
Kelly Gould
Bobbi Greiner
Danielle Keller

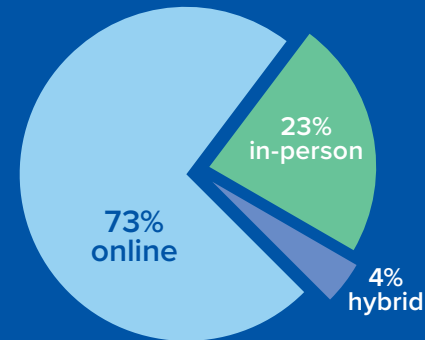
Thomas Kelly
Brian Kokensparger
Angela Lederach
Maria Mena-Bohlke
Stacey Menzel Baker
Christopher Mihalo
Amy Nelson
Cristina Pop
Thomas Purcell
Amy Rogge

Peggy Rupprecht
Cody Sasek
Samantha Senda-Cook
Colleen Spellman
Andrea Thinnies
Diane Uchimiya
Mary Watson
Marisa Welch
Ryan Wishart
Mary Zuegner



44 course sections

(combined cross-listed; includes labs)



ACADEMIC SERVICE-LEARNING
EMBEDDED IN

**26 undergraduate
course sections**

AND

**18 graduate/
professional course
sections** *(including law)*

College of Arts and Sciences	22
School of Pharmacy and Health Professions	11
Heider College of Business	3
School of Dentistry	2
Graduate School	2
School of Law.....	2
College of Professional Studies	1
School of Medicine	1

Student Learning Outcomes

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

	Count (N)	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
CRITICAL THINKING					
I was able to synthesize information from my service experience with various examples, facts, and theories from my class.	85	58%	41%	1%	0%
I was able to identify approaches to solving the problem, along with its limitations and implications, addressed by the class.	85	54%	44%	2%	0%
I was able to analyze and draw conclusions about societal problems in terms of social justice through examples, facts, or theories from my class.	85	49%	44%	7%	0%
IGNATIAN VALUES					
I felt a reinforced and clarified sense of civic identity and commitment to public action.	85	56%	41%	2%	0%
I was able to refine my vision for serving the common good in my future work as a community leader, a global citizen, and a professional in my career field.	85	56%	39%	5%	0%
I was able to understand social justice implications of policies and identify opportunities to promote social justice as they relate to class content.	85	55%	39%	6%	0%
DELIBERATIVE REFLECTION					
My understanding of class content was deepened and my points of view were broadened.	85	59%	35%	6%	0%
My perspectives have changed significantly through reflection.	85	36%	51%	13%	0%
I was able to recognize morally relevant features of the social problem(s) being addressed in the context of the course content.	85	48%	47%	5%	0%
GLOBAL PERSPECTIVES					
I was able to explain the relationship between culture, social experience, human identities, and systems of power across different contexts/worldviews.	85	41%	52%	6%	1%
I was able to interpret my experiences with an unfamiliar community from perspectives other than my own worldview.	85	45%	45%	11%	0%
I was able to identify my own social cultural rules and biases and analyze intercultural experiences from more than one worldview.	85	48%	41%	8%	2%
COURSE ENGAGEMENT					
The service experience made me more interested in the course content.	79	53%	38%	9%	0%

Faculty Development Opportunities

Academic Service-Learning Online Seminar *Available On-Demand*

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

[Register now to enroll](#)

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 [here](#).*

For more faculty resources related to academic service-learning, visit the Office of Academic Service-Learning [webpage](#) or contact us at oasl@creighton.edu.





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 Creighton University Academic Service-Learning

For more information, visit us at
creighton.edu/geo/academic-service-learning



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