



Creighton
UNIVERSITY

Global Engagement Office
Academic Service-Learning

Office of Academic Service-Learning
2017–2018 Annual Report



Table of Contents

About the Office of Academic Service-Learning	3
Director's Welcome	4
Glocal Learning	5
Designated AcSL Course Overview	6
Spring 2018 in Review	7
OASL Growth	8
OASL Course Designation Process	9
Faculty Reflections	10
Faculty Perceptions of AcSL Benefits	10
Student Reflections	11
Deliberative Reflection	11
Global Learning	12
Critical Thinking	13
Civic Learning and Social Justice	13
Community Partner Reflections	14
Community Partner Survey Narrative	15
The OASL Team	16
OASL Fall 2018 Events	17

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.

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 that is highly valued, practiced, assessed and recognized.

Goals

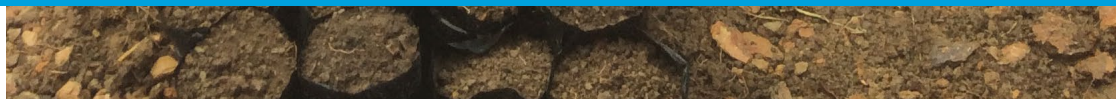
1. The Creighton campus and community together in partnership share resources, address community-identified needs and help to educate students to become faithful and engaged agents of change.
2. Every student engages in academic service-learning courses during their time at Creighton.
3. Every school, 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.



Community Engagement Defined

Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.
Carnegie Foundation, 2018



Director's Welcome

Greetings campus and community partners! Welcome to the first annual report of the Office of Academic Service-Learning. We are grateful for the presidential initiative developed by the Rev. Daniel S. Hendrickson, SJ, PhD, which is dedicated to connecting Creighton with its wider community in sustainable and mutually beneficial relationships. Through excellent support, guidance and leadership from the Global Engagement Office we have embarked upon a deepening of relationships between Creighton and its local, national and international community partners.

In its document *The Promotion of Justice in Universities of the Society*, the Society of Jesus stated firmly: "We exist, then, within the Church and for society. Both orientations—religious and secular—define the parameters or worlds within which we operate and suggest that they are both unique challenges as well as opportunities for us as universities to advance knowledge and promote human development." The Office of Academic Service-Learning takes its orientation and mission from this statement.

Our office strives to enhance student learning at Creighton by supporting faculty who wish to connect their pedagogy and learning outcomes to community needs. Through a careful process of exploring mutually beneficial relationships, Creighton professors can deepen learning in their classrooms through meaningful and relevant service with community partners. While this foundational year has focused on building processes

within the office, we were successful in designating 23 academic service-learning courses across three undergraduate colleges.

Essential to the success of AcSL has been the work and expertise of Daniel Walsh, MPA, MSW. As senior program administrator in the office, Dan is responsible for creating and sustaining many of the processes and systems that serve faculty. His experience with the Nonprofit Association of the Midlands has made healthy community relationships both accessible and sustainable. Dan will lead the University-wide effort seeking Carnegie Community Engagement Classification, an indication that Creighton is committed to sustainable and mutually beneficial community relationships locally and globally.

Also contributing to our work this year is the more recent addition of Catherine Medici-Thiemann, PhD. Catherine has a doctoral degree in women and gender studies, a background in connecting the humanities to the health sciences and experience with academic service-learning in her own teaching. Catherine will assist with faculty formation, student formation and other areas in which her unique expertise can flourish.

I hope the following annual report will reveal both the successes and challenges the Office of Academic Service-Learning has encountered here at Creighton. We look forward to engaging every Creighton college and school in the future.

"Creighton professors can deepen learning in their classrooms through meaningful and relevant service with community partners."

—Tom Kelly, PhD



Tom Kelly, PhD
*Director of the Office of Academic
Service-Learning*

Glocal Learning

College students nowadays have the option to learn in a variety of academic setting, whether through classroom activities and lectures, or through research and lab experiments.

The Office of Academic Service-Learning (OASL) is striving to promote another type of learning for professors and students: academic service-learning.

“Service is integrated into academic learning,” Dan Walsh, senior program administrator, said. “Students are applying what they’re learning to a real-world issue.”

In an academic service-learning setting, students are paired with a community partner to perform service work that relates to issues they are learning about in the classroom. Students then reflect on their experiences with the community to enhance academic learning and foster civic and social justice values.

Curricular-based service with a focus on critical reflection and civic learning offers another opportunity for students to engage with the community. For junior Jenna Vrable, this was one of her favorite parts of her academic service-learning class. Vrable participated in this class through Creighton’s Encuentro Dominicano Program, a one semester intensive living and learning experience, in which students participate in service and immersion in the Dominican Republic.

“We wrestled with difficult issues we had witnessed or been a part of at our service sites,” Vrable said. “Service-learning completely shaped the framework for the entire course as we learned more about the culture and the people around us through our experiences.”

Academic service-learning isn’t just an experience that has to be done abroad. Rather, there are also plenty of local community partners. One such connection has been in the Philosophy of Law class taught by Amy Wendling, PhD, in which students partnered with the Nebraska Correctional Youth Facility to teach three ethics workshops while learning more about youth



offenders’ experiences in the correctional system. “Global is local and local is global,” Walsh said. “Locally, we can develop global perspectives as well.”

Tom Kelly, PhD, director of OASL, is working to increase the number of designated “academic service-learning” classes, so that students are able to actively seek out these types of curricular experiences. This spring semester had nine designated academic service-learning classes, eight of which were in the College of Arts and Sciences and one in the College of Nursing. Four Faculty-Led Programs Away (FLPA) this summer also received designation.

OASL, which was formed in July 2017, is currently developing faculty for community engagement and raising awareness within the Creighton community that these opportunities

exist. In the meantime it has already begun to make a difference for the students enrolled in academic service-learning courses.

“These classes taught me to critically think about the heart of the issues around me and constantly question the environment and systems acting on individuals and groups,” Vrable said. “For the first time, it felt like an alignment of education and experiences as we took time to intentionally dig deeper.”

Story by Kayla Young

Class of 2019

Journalism 341 class project

Designated AcSL Course Overview

In fall 2017, OASL and the Engaged Learning Committee designed and implemented an academic service-learning course designation process to ensure consistent, quality engagement with the community. By May 2018, 23 total courses had received this designation through the Engaged Learning Committee's Curriculum subcommittee. A majority of these courses are from the College of Arts and Sciences (91%), and almost a quarter (22%) are Faculty-Led Program Away courses. The table below represents all designated courses.



91%
College of Arts and Sciences

4.5%
College of Nursing

4.5%
Heider College of Business

ANT/JPS 422	Post-FLPA Haiti Action Lab	Laura Heinemann	MKT 473	Marketing Management: Policy and Strategy	Stacey Menzel Baker
ANT/MMA/ NUR 561	Definitions of Health-Implications for Care: Austria, Hungary and the United States	Alexander Roedlach, Margo Minnich	NUR 482	Care Management and Outcomes Improvement Capstone Practicum	Margo Minnich, Lori Rusch, Cynthia Slone
ANT/SOC 418	Healthcare, Society and Culture	Alexander Roedlach	PHL 390	Philosophy of Law	Amy Wendling
ART 401	Arts and Civic Engagement: Empty Bowls	Amy Nelson	PSY 428	Multicultural Issues in Psychology	Jill Brown
COM 475	Resistance, Performance, and Rhetoric	Guy McHendry	SPN 318	Spanish Immersion in the Dominican Republic	Margarita Dubocq
COM 490	Communication and Community	Erika Kirby	SPN 423	Encuentro Hispano I	Jose Miguel Lemus
ECO/ENT/ BIA/SPN 479	Seminar in Economics: Practicum in International Development	Charles Braymen, Jose Miguel Lemus, Dustin Ormond	SWK 275	Human Behavior and the Social Environment	Monica White
EDP 362	Dominican Republic in Context	Margarita Dubocq	THL 443	Ecclesiology in Global Context	Thomas Kelly
EDU/JPS 470	Poverty in America	Alice Smith	THL 241	Biblical Traditions–Encuentro Dominicano	Sherri Brown
GDE 381	Graphic Design II	Betni Kalk	THL 565	Catholic Social Teaching	Thomas Kelly
HLM 452	Community Health	Vicki Bautista	THL/AFS 309	Ultimate Questions: African Theology	Jay Carney
IDC 320	Jesuit Worldwide Learning: Global Perspectives in Liberal Arts	Martha Habash			

SPRING 2018 STUDENT SNAPSHOT

187 students enrolled
in a AcSL course

4.4% of undergraduate
students
are enrolled in a AcSL course

4,353
total service hours
(direct and indirect)

23.3
average service hours per student

25 student
placements

Spring 2018 in Review

In the spring semester of 2018, Creighton University offered its first designated academic service-learning courses, reviewed by the Engaged Learning Committee. Some courses, like Encuentro Dominicano, have been embodying Creighton's Jesuit mission of promoting justice for decades, while others offer brand new engagements with the community, like Dr. Amy Wendling's Philosophy of Law course. The table below represents the designated courses offered in the spring of 2018.

ANT/SOC 418	Healthcare, Society and Culture	Alexander Roedlach
ART 401	Arts and Civic Engagement: Empty Bowls	Amy Nelson
COM 490	Communication and Community	Erika Kirby
EDP 362	Dominican Republic in Context	Margarita Dubocq
GDE 381	Graphic Design II	Betni Kalk
IDC 320	Jesuit Worldwide Learning: Global Perspectives in Liberal Arts	Martha Habash
NUR 482	Care Management and Outcomes Improvement Capstone Practicum	Margo Minnich, Lori Rusch, Cynthia Stone
PHL 390	Philosophy of Law	Amy Wendling
SPN 318	Spanish Immersion in the Dominican Republic	Margarita Dubocq

Spring 2018 Community Partner Snapshot

Creighton students partnered with 25 community organizations, including:

Acción Callejera (Dominican Republic)	Nebraska Correctional Youth Facility
Angeles de CONANI (Dominican Republic)	Omaha Small Business Network
Caritas in Lacey and Cien Fuegos (Dominican Republic)	OneWorld Community Health Center
Campo Sabaneta de Matagrande (Dominican Republic)	Outlook Nebraska, Inc.
CHI Health Community Link Program	Precious Memories Child Care
Creighton Department of Family Medicine	Project Homeless Connect Omaha
Hospicio San Vicente de Paul (Dominican Republic)	Remington Heights
La Escuela Santa Lucia (Dominican Republic)	Siena/Francis House
Lutheran Family Services of Nebraska	The Union for Contemporary Art
MICAH House	Youth Emergency Services

OASL Growth

The Office of Academic Service-Learning came into existence as the result of a 2016 presidential initiative by the Rev. Daniel Hendrickson, SJ. Long awaited by members of the Creighton faculty, the office supports those who desire to deepen student learning by connecting their courses with community partners in a mutually beneficial manner. OASL continues to grow, with the aim of achieving our goal to place 25 percent of the Creighton student body in AcSL courses after five years of operation.



Faculty Development

- 6 introductory workshops/forums
- 46 introductory workshop attendees
- 36 one-on-one faculty consultations
- Creighton faculty attendance at:
 - AJCU Service-Learning Directors Conference
 - AACU Global Learning Conference
 - 5th Global Service Learning Summit
 - International Association for Research on Service Learning and Community Engagement Conference

Infrastructure Development

- Established an Engaged Learning Committee
 - Faculty and Community Representation
 - Curriculum Subcommittee
 - Assessment Subcommittee
- Developed definitions and guidelines for academic service-learning courses
- Created and implemented a service-learning course designation process
- Created and implemented assessment and evaluation process
- Created faculty development opportunities
- Developed student orientation programming
- Created OASL webpage

Community Partner Development

- Fostered connections with 72 local nonprofit organizations
- Collaborated with the Schlegel Center for Service and Justice on 2017 Service & Justice Fair and outreach to common community partners
- Included community voice into program oversight with four community representatives serving on Engaged Learning Committee

OASL Course Designation Process

Curricular engagement describes the teaching, learning and scholarship that engages faculty, students and community in mutually beneficial and respectful collaboration. Their interactions address community-identified needs, deepen students' civic and academic learning, enhance community well-being and enrich the scholarship of the institution.

Academic service-learning courses are designated by the Engaged Learning Curriculum and Assessment subcommittee, an interdisciplinary team of faculty and community partners that have expertise in the field of academic service-learning. This ensures a clear review process cycle, that basic criteria for AcSL have been met, and that curricula assessment and outcomes have been identified.

In the Fall of 2017, the OASL developed following process to assist those faculty interested in utilizing AcSL in their teaching:

1. Faculty interested in AcSL attend an Introduction of AcSL Workshop to learn about the process and expectations, and to familiarize faculty with the mission, vision and guiding principles of the OASL.
2. Faculty discern whether to use AcSL in their course by examining their motives, hopes and goals.
3. Faculty schedule a consultation meeting with OASL to determine curricular integration, community partnerships, and activity logistics.
4. Faculty complete and submit the online AcSL Application Form with syllabus to the OASL.
5. The Engaged Learning Committee reviews the submission utilizing the Proposal Evaluation Rubric. Approved proposals are granted an AcSL course designation and project management support from the OASL. Submissions not meeting criteria stated in the rubric are returned to faculty member with feedback for revision.



Faculty Reflections on Teaching AcSL

At the end of the spring 2018 semester, eight faculty members teaching academic service-learning (AcSL) courses participated in a feedback survey in order to measure progress towards long-term impact and clear program design.

Participating instructors reported that this high-impact pedagogy enhanced their students' learning. Deepening students' disciplinary knowledge by integrating class learning with real-world experiences was one of the greatest benefits of service-learning for instructors.

Curricular integration allowed instructors to observe students' applied learning. "Students were able to see how what we learn and do in class plays out in real life," said one faculty member.

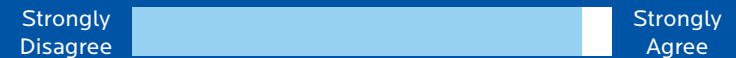
The best part of service-learning was "seeing the students bring in examples of things they learned or observed at their service sites without prompting them to do so," said one instructor.

In line with Creighton's Jesuit values, service-learning should foster students' engagement with the community and facilitate their learning to contribute to a more just and sustainable world. Instructors commented that this teaching "connected students to the wider community," and developed in students "a passion for serving others."

Instructors also noted how AcSL enhanced their teaching and prompted critical thinking. "Many students did not know much about homelessness and were able to question their longstanding stereotypes" said one instructor. In AcSL classes, "students became passionate about issues examined in the course and were exposed to new perspectives." As a result, instructors felt that utilizing AcSL pedagogy was personally and professionally rewarding.

FACULTY PERCEPTIONS OF AcSL BENEFITS

Students can analyze how course theories and concepts play out in the real world



Students can develop critical thinking and problem-solving skills



Students have an opportunity to examine their own values and beliefs



Students can apply/develop/practice professional skills



Students can engage with diverse populations



Student Reflections on AcSL

The OASL helps educate students to become agents of change and faithful, engaged students. To indirectly measure progress towards this goal, we implemented our first student survey at the end of the spring 2018 semester. In total, 41 students participated, representing seven of the nine designated AcSL courses with a response rate of 22 percent.

The survey intended to indirectly measure students' perceptions related to specific academic service-learning outcomes, which include:

1. 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;
2. Students will encounter, serve and form relationships through structured opportunities with individuals and communities that might otherwise remain outside their personal experience;
3. 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;
4. Students will foster the habit of community building and responsible citizenship.

Based on responses to a voluntary post-course evaluation, students largely reported that service-learning enhanced their learning and provided a valuable experience. These indirect measures indicate that, at least among the sample, the designated courses are meeting the academic service-learning outcomes and that the academic service-learning experience has been impactful.

ACSL OUTCOME 1: DELIBERATIVE REFLECTION

AcSL enabled me to learn more deeply than I otherwise would have

Strongly Disagree



Strongly Agree

AcSL made me more interested in the course content

Strongly Disagree



Strongly Agree

AcSL helped me see how the subject matter translates into real-life issues

Strongly Disagree



Strongly Agree

Students greatly valued the deliberative reflection, integrating classroom learning with experiential knowledge gained through direct contact with the everyday problems of real people. Many students indicated this was most rewarding part of the course. One student said she enjoyed “applying what I learned in my class alongside refugees by working with the groups I learned from.”

Many students planning to go into health professions reported that their service-learning courses prepared them for the future as they experienced issues and provided services they had only read about.

“I liked getting to see real-life examples of the concepts, issues and struggles I read about for class,” a student noted.

ACSL OUTCOME 2: GLOBAL LEARNING

One of the clearest outcomes of service-learning is that students are developing global perspectives in which they encounter, serve and form relationships with individuals and communities that would otherwise be outside their personal experiences.

As one student described, “It’s one thing to learn about a population, it’s a whole other thing to actually get to work with them. The populations we learn about have faces and names, and we’ll never know that if all we ever come in contact with is a textbook version of them.”

AcSL helped me gain a greater
appreciation for cultural diversity



AcSL challenged me to examine
my beliefs and values



AcSL encouraged me to encounter
and explore interconnections between
cultures, people and systems of power



“I gained a new perspective of youth incarcerated and was able to learn from them. This is something I most likely would not have been able to do without this class.”

AcSL Student





ACSL OUTCOME 3: CRITICAL THINKING

Students pointed out the value of critical thinking and reflection about the self, moral values and social reality as they noted the most challenging aspect of their course was the reflection service-learning requires. As a student in Dr. Amy Nelson's Empty Bowls course wrote, "the class offered a lot of big ideas and caused you to be very inwardly reflective which was difficult at points but very worthwhile."

I gained a deeper understanding
of problems facing society



AcSL helped me improve my critical
thinking and problem-solving skills



AcSL impacted my future career
or academic plans



ACSL OUTCOME 4: CIVIC LEARNING AND SOCIAL JUSTICE

AcSL helped me explore the concept of
social justice



AcSL increased my interest in
community service/engagement



AcSL empowered me to begin working
for social change



Crucially, service-learning encouraged students to think critically on diversity, social justice and the common good. Many students spoke to this, including one student who said it was "hard to gauge the power dynamics at the facility and to take a step back from our positions of privilege."

Students also demonstrate the social justice and civic learning that occurs in service-learning courses. Many students remarked that their experience helped them feel more connected to the community and that this connection was one of the most valuable aspects of their course. As one student stated, "I really enjoyed the ability to become more connected with the community while simultaneously using the knowledge I have gained in class."

This connection to community also helped foster students' civic mindedness, inspiring them to continue to be involved, as evidenced by students who asked for "more specific, realistic examples on what to do after the service is done" and "more guidance on what we can do to carry on the work we did that day."



"The Creighton students and faculty sharing their time and talents with our youthful offenders at the Nebraska Correctional Youth Facility supports the principles of reentry, in that the Creighton students are participating in a three-part series on the Moral Philosophy topics of respect, forgiveness and their ideal self; preparing the youthful offenders for who they want to become. The discussions have been quite lively and the response from both the youth and CU students has been very positive to date. This program is viewed as a win/win/win, in that the youthful offenders, the Creighton students and faculty and the NCYF Administration sees this as a positive collaboration."

Ken Schmit

Unit Case Manager, Nebraska Correctional Youth Facility

Community Partner Impact

Based on mutuality and collaboration, faculty partnerships with community organizations are intended to embody the Jesuit mission of men and women for and with others and the principles of Catholic Social Teaching. Moreover, AcSL courses should be established with the input and agreement of all partners, especially for ongoing communication, decision-making and conflict resolution. To measure progress toward these goals, OASL issued a post-partnership survey to participating organizations. In total, six organizations responded with 7 out of 9 courses represented (24% response rate).

How has AcSL partnership with CU impacted your organization's capacity?

Additional person power

Strongly Disagree



Strongly Agree

Development of materials

Strongly Disagree



Strongly Agree

Data collection

Strongly Disagree



Strongly Agree

Increased service to target population

Strongly Disagree



Strongly Agree

Community Partner Reflections

At the end of the spring 2018 semester, AcSL community partners offered some reflections on their experiences with service-learning. Overall, their feedback largely aligned with OASL's guiding principles.

Community partners should be empowered as co-educators of students in service-learning courses. "I enjoyed our conversations about what they were learning in class and how it related to what we are seeing in our [client] population's experiences," reflected one community partner. Another community partner even described the experience as great because the "students learned a ton."

Service-learning partnerships should also honor mutuality and collaboration. One partner reflected that "we see a mutual benefit for our population and the Creighton University students," while another partner welcomed service-learning students to "ensure that we are all a part of the process of change through community partnership and collaboration." Community partners felt that the collaborative focus of service-learning was important to them, going on to say they "appreciated the early communication from the OASL staff and faculty involved. They were very willing to listen and collaborate."

Concrete benefits to community partners and students are made possible through meaningful and relevant service. One participating organization found it valuable "learning about [students'] perspectives on health services and their ability to provide data that expressed how clients felt about a service being provided to them."



Many partners viewed service-learning as a way to build and strengthen a relationship with Creighton University and individual students. "We love being able to partner with CU students to expand programs, connect students to our mission and North Omaha, and work with faculty," remarked one partner. "I really liked partnering with Creighton students and getting to know them and their passion for helping our organization," another partner asserted.

OASL will seek new ways to address challenges identified by community partners by ensuring shared authority, developing mutual respect, and promoting co-creation of goals among faculty, students, and community partners.

The OASL Team



Tom Kelly, PhD
Director
Professor of Theology



Dan Walsh, MSW, MPA
Senior Program
Administrator



Catherine Medici-Thiemann, PhD
Coordinator

Global Engagement Office Mission

To expand our capacity to serve in solidarity with neighbors and nations to bring expertise, innovation, compassion, and leadership as committed partners in meeting the complex challenges of the present and in realizing the possibilities for the future on a local, national, and international scale.

2018 Engaged Learning Committee

In 2017, the Engaged Learning Committee was formed to provide oversight and guidance for the new Office of Academic Service-Learning. Comprised of Creighton faculty and staff, Community Partner representatives and OASL staff, the committee met monthly for the first year of programming.

Creighton Faculty and Staff Representatives

Stacey Menzel Baker, PhD, *Professor, Heider College of Business*

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

Dawn Irlbeck, PhD, *Associate Professor, College of Arts and Sciences*

Jose Miguel Lemus, PhD, *Assistant Professor, College of Arts and Sciences*

Margo Minnich, DNP, RN, *Assistant Professor, College of Nursing*

Rebecca Murray, PhD, *Associate Dean, College of Arts and Sciences*

Ken Reed-Bouley, MDiv, MBA, *Director, Schlegel Center for Service and Justice*

Lori Rusch, PhD, RN, *Assistant Professor, College of Nursing*

Dave Weber, JD, *Professor, School of Law*

Community Representatives

Abbie Kretz, *Lead Organizer, Heartland Workers Center*

Julia Parker, *Executive Director, Omaha Small Business Network*

Luis Vasquez, *Minority Health Outreach Program Manager,
OneWorld Community Health Centers*

Roxanne Draper, *Executive Director, City Sprouts*

OASL Fall 2018 Events

FACULTY WORKSHOPS

Introduction to Academic Service-Learning

Wednesday, September 26, 11:30 a.m.–12:30 p.m.
Skutt Student Center 105

Get oriented to the mission and goals of service-learning as well as the process of developing and teaching an AcSL course. Lunch will be provided.

Community Partner Engagement

Wednesday, October 24, 11:30 a.m.–12:30 p.m.
Mike and Josie Harper Center 3023A

Understand the best practices in working with community partners and gain insights into finding the right partners for your course. Lunch will be provided.

Integrating Service-Learning Into Your Course

Wednesday November 14, noon–1 p.m.
Skutt Student Center 104

Learn about the various ways that service-learning can be integrated into your classes for meaningful and engaging learning experiences. Lunch will be provided.

Community Partner and Faculty Meet and Greet

Wednesday, September 12, 4–5:30 p.m.
Mike and Josie Harper Center 3028

Join the Office of Academic Service-learning and the Schlegel Center for Service and Justice for a reception after the annual Service and Justice Fair to learn about opportunities for service-learning and creating community connections. Refreshments will be served.

Service-Learning Community of Practice Brown Bag Lunches

Thursday September 6, noon–1 p.m.
Skutt Student Center 104

Wednesday October 3, noon–1 p.m.
Skutt Student Center 105

Monday, November 5, noon–1 p.m.
Skutt Student Center 105

This fall we will begin hosting monthly brown bag lunches to foster a community of practice for Academic Service-Learning. Informal programming included.

SAVE THE DATE

Academic Service-Learning Training

June 3-7, 2019

In this five-day intensive training, 10-12 faculty will learn how to best incorporate service-learning into their courses. Attendees will produce a syllabus for an Academic Service-learning designated course. Stay tuned for more information.

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

Contact us:

Creighton Hall 109
402.280.4388
oasl@creighton.edu

For faculty development opportunities, course designation information and other resources, visit:
creighton.edu/geo/academic-service-learning

Or, schedule an individual consultation with us.

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