



2018-2019
Impact Report

Office of Academic Service-Learning



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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.

22,703
total service hours
(direct and indirect)

31
average service
hours per student

DIRECTOR'S WELCOME



“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.”

—Tom Kelly, PhD

Greetings campus and community partners!

Welcome to the second annual Office of Academic Service-Learning (OASL) 2018–2019. We continue to be grateful for the initiative by Creighton President the Rev. Daniel S. Hendrickson, SJ, 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 the following as one characteristic of Ignatian style: “Aspiring to the greater good is another aspect of Ignatian spirituality. It is not sufficient simply to attain something good; we seek the greater, more universal good, or the good that others cannot offer. This attitude inspires great undertakings and an unflinching intent to broaden horizons. Such a context provides an understanding of excellence as the desire for greater service and for offering one’s very best.” The OASL tries to embody this in all we do as Creighton reaches deeper into our local community to improve the quality of its relationships.

Our office strives to enhance student learning at Creighton by supporting faculty who wish to connect their pedagogy and learning outcomes to community goals. Through a careful process of exploring mutually beneficial relationships, Creighton professors deepen learning in their classroom through meaningful and relevant service with community partners. As you can see in the report that follows, the stories are numerous and varied—from accounting classes to language acquisition to music and social justice. I am grateful to Dan Walsh and Catherine Medici-Thiemann for gathering these stories,

editing their essential points and highlighting the learning experienced.

As Dan and I complete our second year in the Office of Academic Service-Learning, we want to thank Catherine for her work and dedication. Her efforts allowed Dan to focus on the Carnegie Classification for Community Engagement application. As Senior Program Administrator in the office, Dan was responsible this year for gathering the information and knowledge essential to understanding how Creighton engages its community locally, nationally and internationally. His interaction with numerous Creighton offices and outreach efforts, as well as leadership of the Carnegie Classification Task Force, were necessary to detail who Creighton is and aspires to be in relationship to its community partners. We hope this will make community relationships more accessible and sustainable in the future.

Although we’ve seen a significant increase in faculty engaged in teaching academic service-learning, as well as student and community partner participation—we know that is only part of the story. The focus of this office going forward into year three will be the qualitative dimension of our partnerships, ensuring that reciprocity, mutuality and solidarity are more than mere words.

I hope the following annual report will reveal both the successes and challenges the OASL has encountered here at Creighton. We look forward to engaging every Creighton College and School in the future.

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

727
students enrolled
in AcSL courses

7.2%
of students are enrolled
in AcSL courses

MISSION



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



Update on Community Engagement

Since 1975, when the Society redefined its mission as “service of faith and promotion of justice,” Jesuit institutions of higher learning have made great efforts to respond to this mission earnestly in many ways—through student formation, workforce communication, addressing social issues, urging community-based participatory research and organizing university projects in accord with the demands of this mission.

American higher education has also sought realignment to its original public purpose: to prepare civic leaders for the betterment of our democratic society. On this, Boyer (1996) reflected that “the academy must become a more vigorous partner in the search for answers to our most pressing social, civic, economic, and moral problems, and must affirm its historic commitment to what I call the scholarship of engagement.”

Beginning in 2005, the Carnegie Foundation for the Advancement of Teaching began the process of creating an Elective Classification intended to assist in institutional change processes and improve the educational effectiveness of campuses with special commitments in the area of community engagement. It is no coincidence that a majority of AJCU institutions have received the Carnegie Elective Classification for Community Engagement since its inception. One benefit is that it provides a road map for Jesuit institutions to self-assess and identify opportunities to further operationalize our commitment to justice.

At the request of Rev. Daniel S. Hendrickson, SJ, a Creighton task force, coordinated by Dan Walsh BA'09, began the process of self-assessment of our commitment to community engagement as part of the 2020 Carnegie Classification cycle.

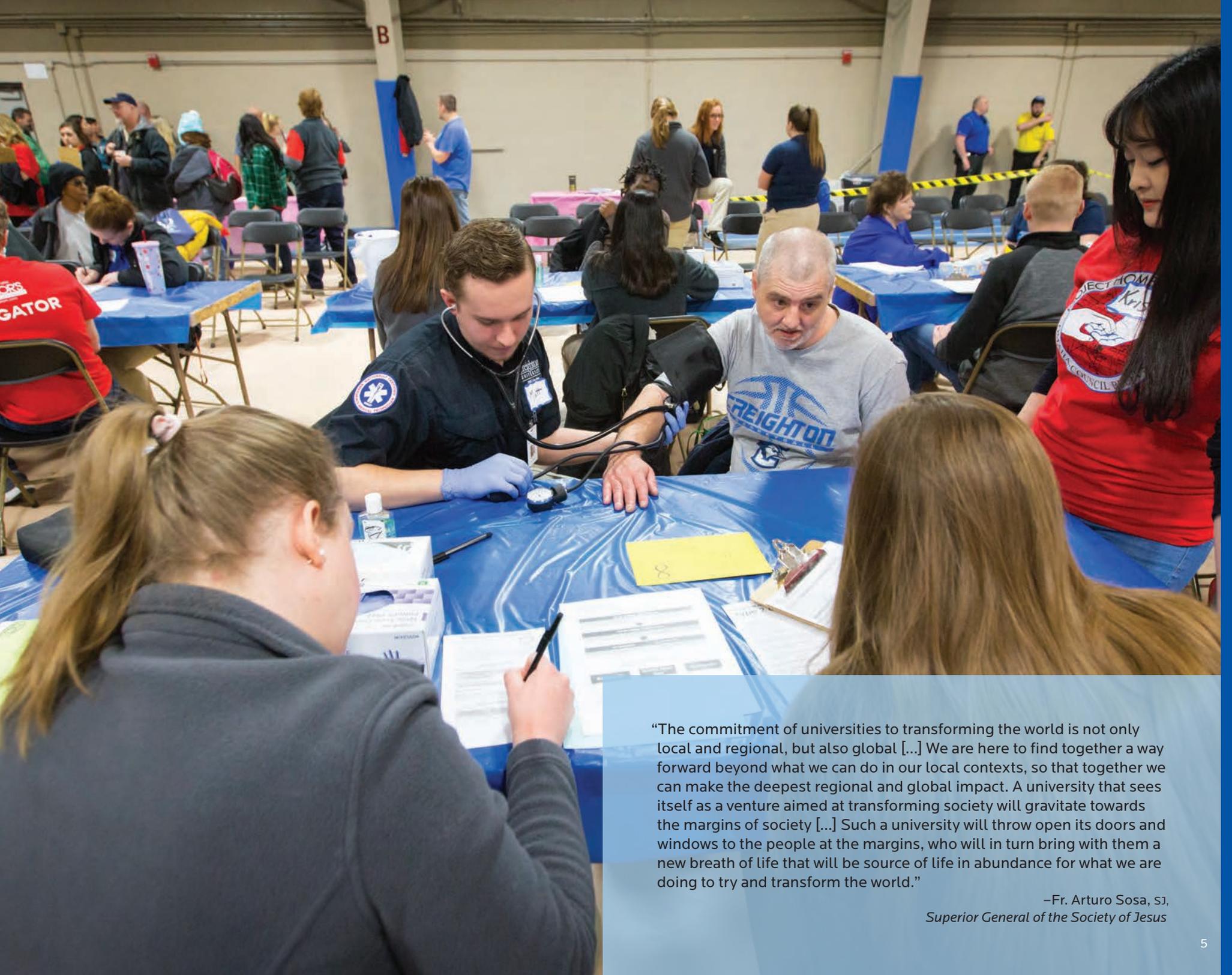
Institutionalization of community engagement can be broadly conceived as a complex four-way process involving cultural factors, systemic factors,

support from institutional leadership, and support from all stakeholders, including community partners (Welch, 2016). Given the complexity of the process, there is no single way to institutionalize community engagement in higher education, but it is still important that each aspect be addressed.

While this self-study identified quality evidence supporting Creighton’s commitment to community engagement, it also identified several areas that present opportunities for growth in meeting recommended structures and practices.

Overall, the process brought disparate parts of campus together in a way that advanced a unified agenda. It also served as a means for accountability—evaluating whether Creighton is fulfilling its mission to serve the public good. At the same time, it allowed for the identification of promising practices that can be shared across the institution. Hopefully, this will result in a new level of legitimacy, public recognition and visibility for our collective work. Perhaps this will be our catalyst for change, fostering institutional alignment for community-based teaching, learning and scholarship.

Regardless of the determination we receive, a conversation has begun about a common language to promote dialogue across our institution. Looking ahead, it has helped us understand how to improve our relationship to community and it is already starting to help us define campus priorities.



“The commitment of universities to transforming the world is not only local and regional, but also global [...] We are here to find together a way forward beyond what we can do in our local contexts, so that together we can make the deepest regional and global impact. A university that sees itself as a venture aimed at transforming society will gravitate towards the margins of society [...] Such a university will throw open its doors and windows to the people at the margins, who will in turn bring with them a new breath of life that will be source of life in abundance for what we are doing to try and transform the world.”

—Fr. Arturo Sosa, SJ,
Superior General of the Society of Jesus

Partnership Spotlight



Advanced Spoken French

Students in Erin Johnston's advanced Spoken French course discovered they could use their language skills right here at home. In collaboration with Learning for All, a local nonprofit that offers literacy and language programming so that adults might thrive and achieve life goals, Creighton students partnered with French-speaking immigrants to help them learn English. Students and their partners solved crossword puzzles, discussed newspapers and magazines, and completed grammar exercises, all while reinforcing language skills and challenging stereotypes. The fact that many migrants and refugees have left behind professional careers and families to make a life in America was a startling discovery for many students.

Conversations with French speaking migrants changed student perspectives of the immigrant experience, their community and the French speaking world. Students gained insight about the wide spectrum of the immigrant experience—from a young woman who needed “survival” English as she transitioned to life in the U.S.—to a man who needed to improve his English to support his entrepreneurship.

Indeed, French is spoken in the Midwest by people from around the world with diverse stories. This learning experience inspired several students to continue working with their partners and Learning for All.



Theater for Social Justice

This spring, students in Amy Lane's Theatre for Social Change class collaborated with Project Harmony, a local nonprofit focused on ending child abuse and neglect, to develop training curriculum for community stakeholders. Students created short scenes dealing with issues like trauma, compassion fatigue and intercultural communication. Throughout the semester, students worked in groups to apply their classroom knowledge to create training vignettes, culminating in performances for Project Harmony staff.

Project Harmony noted they do not have many staff who are adept at creating and writing scenarios, so this partnership was mutually beneficial. The scenes are additional tools they can utilize for training, and students are able to see the intersections of art and social change.

“The aim of the class is to really talk about how arts can be used in a more practical way. Not just for entertainment but education,” Lane said.



BlueBox

The Heider College of Business and the College of Arts and Sciences developed an interdisciplinary academic service-learning practicum course centered on international development, with students participating in three tracks: technology, business and economics, and Spanish. Students, led by Dr. Charles Braymen and Dr. Dustin Ormond, traveled to the Dominican Republic over fall break to deploy solar BlueBoxes, small digital libraries containing preloaded educational material, and train teachers in their use.



Students traveled to multiple sites in the Dominican Republic where they dialogued with school and community leaders and trained teachers on how to use educational technology in schools. Students examined the cultural and economic realities of life in the rural Dominican

Republic throughout their experience and utilized feedback, dialogue and surveys from community visits to both promote reflection on the experience and identify future priorities.

The BlueBox Project may have a huge impact: Education is one path out of poverty and with increased access to educational materials through a reliably powered source, people can “attend” high school regardless of their location or social conditions. As a result, the Association to Advance Collegiate Schools of Business (AACSB) highlighted the project as a 2019 Innovation That Inspires. Dr. Braymen and Dr. Ormond traveled to Edinburgh, Scotland, in April to attend the AACSB International Conference and Annual Meeting, where they presented their project and received the honor.

The BlueBox Project is currently working to advance the underlying technology and to collaborate with partners to develop educational materials presented in students' native languages and dialects.



VITA

The 2019 tax filing season brought with it some of the most significant changes to the tax code in decades.

Through the Volunteer Income Tax Assistance (VITA) program, an IRS initiative, 95 Creighton University student volunteers from Accounting 343 were available to offer free tax preparation services to help low-income individuals and families.

Four Saturday clinics were offered throughout February and March at the Creighton University Harper Center. Creighton's accounting department has coordinated with VITA to provide this service for more than 40 years. Eligibility for the free service generally applies to people who make \$54,000 or less, persons with disabilities and individuals who speak limited English and need assistance in preparing their taxes.

"The program is mutually beneficial as it gives students the opportunity to apply lessons learned in the Principles of Taxation classroom on tax rules, applicable tax credits and deductions to make a difference in the lives of people in their community," said Tom Purcell, PhD, CPA, professor and chair of the Creighton University department of accounting.

Student volunteers included 85 undergraduate accounting students from the Heider College of Business and 5 from the School of Law as well as five graduate students in the university's accelerated Master of Accounting program.



Public Relations Writing

Peggy Rupprecht's Public Relations Writing class collaborated with Sarah Sjolie, BA'05, CEO of Live Well Omaha, a local nonprofit that leads a coalition of organizations committed to prioritizing and improving conditions that impact the health of our community. After a series of meetings and orientations with Live Well, Creighton students formed teams to create news releases, infographics, direct mail postcards and brochures to attract new members and promote campaigns such as Bike Omaha Network and Accountable Health Communities.

Through this partnership, students reflected on their project-based experiences with a nonprofit organization to expand their professional expertise, explore ways to continue their involvement in the community and examine the ways in which communication can increase transparency in a democratic society. One student reflected that they enjoyed "being able to give back to an organization already rooted in helping the community," while another said they "liked being able to put into practice what I have been learning in the classroom."

Dr. Rupprecht and Dr. Carol Zuegner, who taught Social Media, in collaboration with 75 North and Creighton University—Highlander Accelerator, received a 2019 Faculty Development Grant for the Assessment of Student Learning/Scholarship of Teaching and Learning to support further research about their community-engaged teaching experiences. Through a qualitative case study, they will explore the impact of academic service-learning through students' interviews and written reflections.

Dentistry

The Creighton School of Dentistry focuses on developing proficient graduates who can meet the oral health needs of society: locally, regionally and globally. In fact, almost two-thirds of the 93 counties in Nebraska are considered dental shortage areas with 20 counties having no general dental services at all.

To address this, the Dental School's Senior Service-Learning Program, taught by Kelly Gould, MPH, RDH, partners with organizations around the state, including Charles Drew Health Center, Douglas County Health Center, Good Neighbor Community Health Center, Heart Ministry Center, OneWorld Community Health Centers and Community Action Partnership of Western Nebraska.

Each senior dental student spends two weeks providing dental care at a local public health dental clinic. Basic preventive, restorative, diagnostic and surgical care provided by the students increases the capacity of the dental safety net.

"Being in this rural health care setting and seeing some of those patients who really need dental care, it really opens your eyes" said Allison Kathol, DDS'19. "I think it's really good that we as Creighton students go out into the community because for the past four years we've kind of done everything at Creighton so it's a really good opportunity to get out into practice."

One community partner said that through the partnership, Creighton students learn empathy for different cultures and the idea that everybody has a different story to their life.

"The community-based experiences that our students receive are part of the formation to create culturally competent practitioners, Dean Mark Latta, DMD, MS, said. "In addition, it provides an exposure for our students to the advantages and the environment of practicing in rural communities."





Reflection

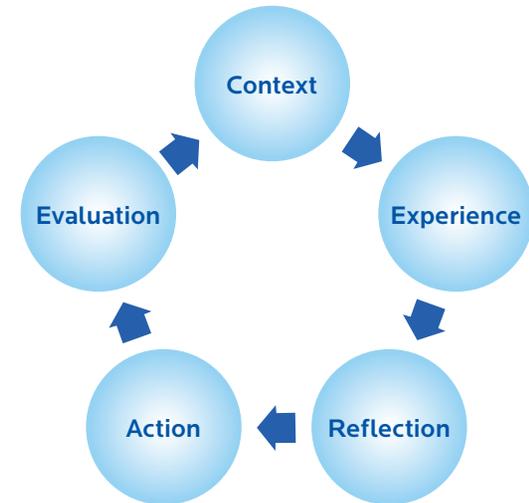
Mindful of our Ignatian roots where reflection was essential to the life and conversion of Ignatius of Loyola, academic service-learning encourages multiple forms of reflection. Prior to, during and following service experiences, reflection plays a pivotal role in the learning process.

We would go so far as to say that reflection is central to academic service-learning. We often learn more from a reflection on our service experiences than we do from the experience itself. This is because understanding is a process, not merely a moment.

We hope that students become more deeply reflective and self-aware of the experiences they engage in, the people they are becoming and the growth they are embracing. Self-awareness and self-possession then lead to critical reflection in light of service-learning courses.

Percentage of faculty who found the following strategies effective for promoting reflection:

- 94%** Written assignments <5 pages
- 88%** Large group discussions
- 56%** Small group discussions



Faculty reflections on their experiences:

“I loved when students would recount the ‘light-bulb’ moment of realizing how difficult learning (and teaching) English is. I think many of them realized that they need to be more gentle with themselves as learners of another language.”

Student reflections on their experiences:

“I was able to come face-to-face with a problem and also spend time understanding the roots of the problem itself. It felt like the service was more meaningful because it wasn’t just there to make me feel like a good person, but to challenge my understanding of the economy, serving and politics in general.”

“I realized I had some doubts and fears about working with the homeless community, so it was hard to have to confront those biases and assumptions head-on. It ultimately proved really beneficial to be put in a setting where my old views were challenged because I had the chance to open my mind and heart and allow myself to be changed.”





Community Partnerships



*Includes Rosebud Sioux Tribe and Winnebago Tribe of Nebraska
 **Includes 42 Project Homeless Connect Omaha partners

What community partners are saying about their partnerships with Creighton University:

“My favorite part of partnering with CU is getting to work with [my faculty partner]. She is fascinating and passionate about her work. She is encouraging and challenging when it comes to working with her students. I have enjoyed the time she spent at [our site].”

“Almost all students have had a great attitude commitment to our staff and families. Even if they didn’t understand the course connection right away, they stayed committed and over time saw the importance of their service and the relationship to their class.”

“For some students, it was a challenge to make sure they understood the importance of a weekly commitment or communicating with our staff of any absences. However, overall, everyone exceeded expectations.”

Rate of community partner satisfaction in key areas

90%
Agreeing on partnership goals

90%
Mutual trust and respect

90%
Input in defining partnership roles

90%
Having shared authority with faculty member

90%
Faculty addressing concerns with students

Impact on community partners

88%
agreed that the partnership provided additional person power

75%
said it enhanced currently offered programming

A special thanks to our AY17–18 community partners

75 North Revitalization Corp.
A Child's World Montessori Preschool
Acción Callejera
Ambassador Health Pediatrics
Angeles de CONANI
Asociacion de Vida y Esperanza
Barrio Los Sitios y Centro Loyola
Boys & Girls Club of the Midlands
Caritas in Licey and Cien Fuegos
Centro de Educacion para la Salud Integral (CESI)
Charles Drew Health Center
CHI Health - University Campus
Children's Respite Care Center
City Sprouts
Clinica San Martin de Porres
Comedor Adulto
Comedor Infantil
Community Action Partnership of Western Nebraska–
Chadron
Community Bike Project Omaha
Completely Kids
CrossOver Prison Ministries
Douglas County Department of Corrections

Douglas County Health Center
Eastern Nebraska Community Action Partnership
Family and Friends of the Incarcerated
Family Housing Advisory Services
German-American Society
Good Neighbor Community Health Center–Columbus
Good Neighbor Community Health Center–Fremont
Heart Ministry Center
Hope Center for Kids
Hospicio San Vicente de Paul
House of Montessori
IRS–VITA Program
Kellom Elementary
Kountze Memorial Lutheran Church
La Escuela Santa Lucia
Learning for All
Live Well Omaha
Lutheran Family Services
Metro Area Continuum of Care for the Homeless
MICAH House
Mosaic
Munroe-Meyer Institute
National Parks Service

Nebraska Correctional Youth Facility
OneWorld Community Health Centers
Opera Omaha
Outlook Nebraska
Pennie Z. Davis Child Development Center
Precious Memories Childcare
Project Harmony
Project Homeless Connect Omaha
Puce-Quito School
Remington Heights
Russell Child Development Center UNMC
Sacred Heart Elementary School
Siena Francis House
St. Francis Mission Dental Clinic–Rosebud Indian
Reservation
Together, Inc.
Union for Contemporary Art
Urban Abbey
WELLCOM
Winnebago Tribe of Nebraska
Youth Emergency Services





Faculty

36 faculty

4.3%
of all faculty

What faculty are saying about AcSL

“[I enjoyed] helping pre-professional students discover that service can include using their emerging professional knowledge and skills, and not just more traditional service outreaches such as serving meals at a homeless shelter.”

“I believe academic service-learning is the best kind of learning, because what they learn sticks with the students long after they leave here.”

“The service site was extremely accommodating to students’ ideas. And these class sessions were by far the most enjoyable aspect of teaching the course. Because of this I am researching the idea of holding the majority of the course at the service site.”

“Because I did a project, a lot of students felt like they weren’t engaged in service at all. It felt like another class assignment. But having the community partner come in and speak made a big difference.”

AY18–19 Participating Faculty:

Colleen Baade
Vicki Bautista
Olaf Bohlke
Charles Braymen
Jill Brown
Sherri Brown
Barbara Dilly
Margarita Dubocq
Laura Finken
Kelly Gould
Martha Habash
Erin Johnston

Bethany Kalk
Thomas Kelly
Maya Khanna
Erika Kirby
Brian Kokensparger
Amy Lane
Jose Lemus
Maria Mena-Bohlke
Stacey Menzel Baker
Margo Minnich
Erika Moreno
Amy Nelson

Dustin Ormond
Thomas Purcell
Kathleen Rettig
Alexander Roedlach
Peggy Rupprecht
Samantha Senda-Cook
Ryan Spangler
Maria Teresa Vanderboegh
Mary Watson
Amy Wendling
Monica White
Carol Zuegner

Percentage of faculty who thought AcSL benefited students in key ways

88%

Connecting to real world

87%

Critical thinking and problem solving

100%

Self-reflecting

100%

Developing professional skills

94%

Engaging diversity



Faculty Spotlight



"This has been the most important teaching experience of my career. It has allowed me to be challenged by having to teach philosophy in a very difficult setting. It has allowed me to interweave theory with concrete practical experience of the youth prison system. My students in the course have told me that it was the best experience they had while at Creighton, and also the most challenging and difficult. My students in the

research group attached to the course have drafted a scholarly article about the curriculum we use in the course and its effect on Creighton's students."

—Amy Wendling, *Department of Philosophy*



"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 self-confidence component is absolutely

critical. The current college student population across America is beset by insecurities, anxieties and a sense of hopelessness. Much of this is due to an inability to feel empowered to participate in shaping their own futures. Service-learning research and action initially aggravates their state of anxiety, but if students are pedagogically developed through assignments that develop skills with which to engage the world productively, their fears can be transformed to hope. When their academic formation includes assignments that enhance their self-confidence, they are more willing to seek opportunities to work with and for others. While the most obvious goal is to serve the needs of the larger society, a necessary step in the process is serving the educational and emotional needs of students who can become partners with others in promoting hope and furthering justice."

—Barbara Dilly, *Department of Cultural and Social Studies*

AcSL Courses

Academic service-learning courses offered in AY18–19

37 courses
(4 cross-listing courses + 33 courses)

45
(combination of subject and course numbers)

157% increase in AcSL courses
(AY17–18 to AY18–19)

Institutionalization

4 colleges and schools

Colleges/Schools

- College of Arts and Sciences
- College of Nursing

- Heider College of Business
- School of Dentistry

44%

of all colleges and schools offered AcSL courses

15 departments

Participating Departments

- Accounting
- Business Intelligence and Analytics
- Communication Studies
- Community and Preventive Dentistry
- Cultural and Social Studies
- Economics and Finance
- English

- Fine and Performing Arts
- Journalism, Media and Computing
- Marketing and Management
- Modern Languages and Literatures
- Nursing
- Philosophy
- Psychological Science
- Theology

27%

of total departments at Creighton offered AcSL courses

Students

What students are saying about their academic service-learning experiences:

"I really enjoyed getting out into the community and putting anthropological theory and ideas to work. [...] Going out and doing it and really practicing what we preach in the classroom was super cool and impactful."

"...it felt like the culmination of my Creighton education. I was able to apply a lot of the knowledge I had acquired in my courses and actively live out the Jesuit values in order to help make the world a better place."

"I loved the collaboration, the course content, the faculty/professors/staff that helped facilitate the course, the other students participating in it, the trip to the Dominican Republic, and the work we produced while enrolled. I would not trade this experience for the world."



Percentage of students reporting growth in key areas

90%

Integrating classroom learning with experiential knowledge, gained through direct contact with the everyday problems of real people

94%

Understanding own cultural biases and broadening global perspectives

96%

Developing critical thinking skills and problem analysis

95%

Fostering a commitment to public action and global citizenship

Service-learning benefits students in other ways

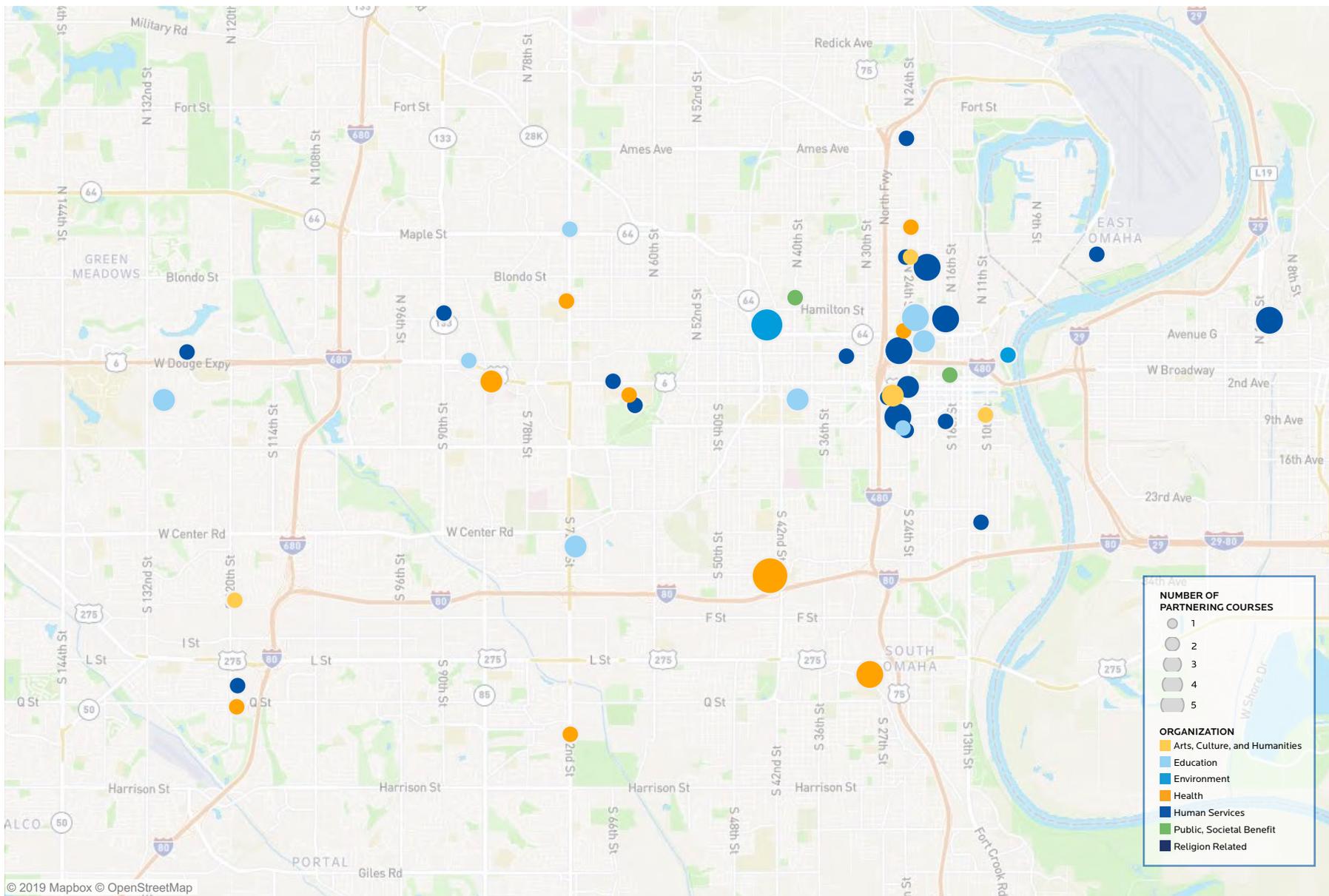
86%

of students said the service experience made them more interested in the course content

86%

of students said the service experience helped them understand course readings and lectures

Student Engagement Around Omaha



In AY18-19, 727 students engaged their local, regional, national and global communities through their courses. By far the most engagement happened locally, at a variety of nonprofit and public organizations. The type of engagement itself was varied, including project-based, placement-based and advocacy-focused partnerships across the metropolitan area. Many community organizations partnered with multiple faculty as noted above.

The OASL Team



Tom Kelly, PhD
Director
Professor of Theology



Dan Walsh, MSW, MPA
Senior Program
Administrator



Catherine Medici-Thiemann, PhD
Coordinator

Engaged Learning Committee

Creighton Faculty and Staff Representatives

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

Vicki Bautista, EdD, *NBC-HWC, Resident Assistant Professor,*
Center for Health Promotion and Well-Being

Becca Huju, *Program Manager, Schlegel Center for Service and Justice*

Brian Kokensparger, PhD, *Assistant 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*

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*

A special thanks to Ying Vuthipadadon, Director of Institutional Research, and Melinda Stoner, University Registrar, for assisting in data collection and analysis.

AY19–20 Faculty Development Opportunities

Academic Service-Learning Essentials

September 13, 2019 | 11:30 a.m.–1 p.m. | Skutt 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

October 10, 2019 | 11:30 a.m.–1 p.m.

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

November 1, 2019 | 11:30 a.m.–1 p.m. | Skutt 105

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

Lunch will be provided.

Reflections on Service

January 31, 2020 | 11:30 a.m.–1 p.m. | Skutt 105

Learn how to utilize different types of reflection to connect student experiences in the community back into the classroom, while learning how to cultivate a practice of critical reflection.

Lunch will be provided.

Service and Justice Fair

September 11, 2019 | 2:30–5 p.m. | Harper Ballroom

Join the Office of Academic Service-Learning and the Schlegel Center for Service and Justice at the annual Service and Justice Fair to meet with over 80 community organizations interested in partnership for engaged teaching and research.

Imagination and Education Seminar

May 25–29, 2020

In this five-day intensive training, 10-12 faculty will learn hands-on how to best integrate academic service-learning into their courses.



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

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Academic Service-Learning