



Educating for Citizenship, Committed to Justice

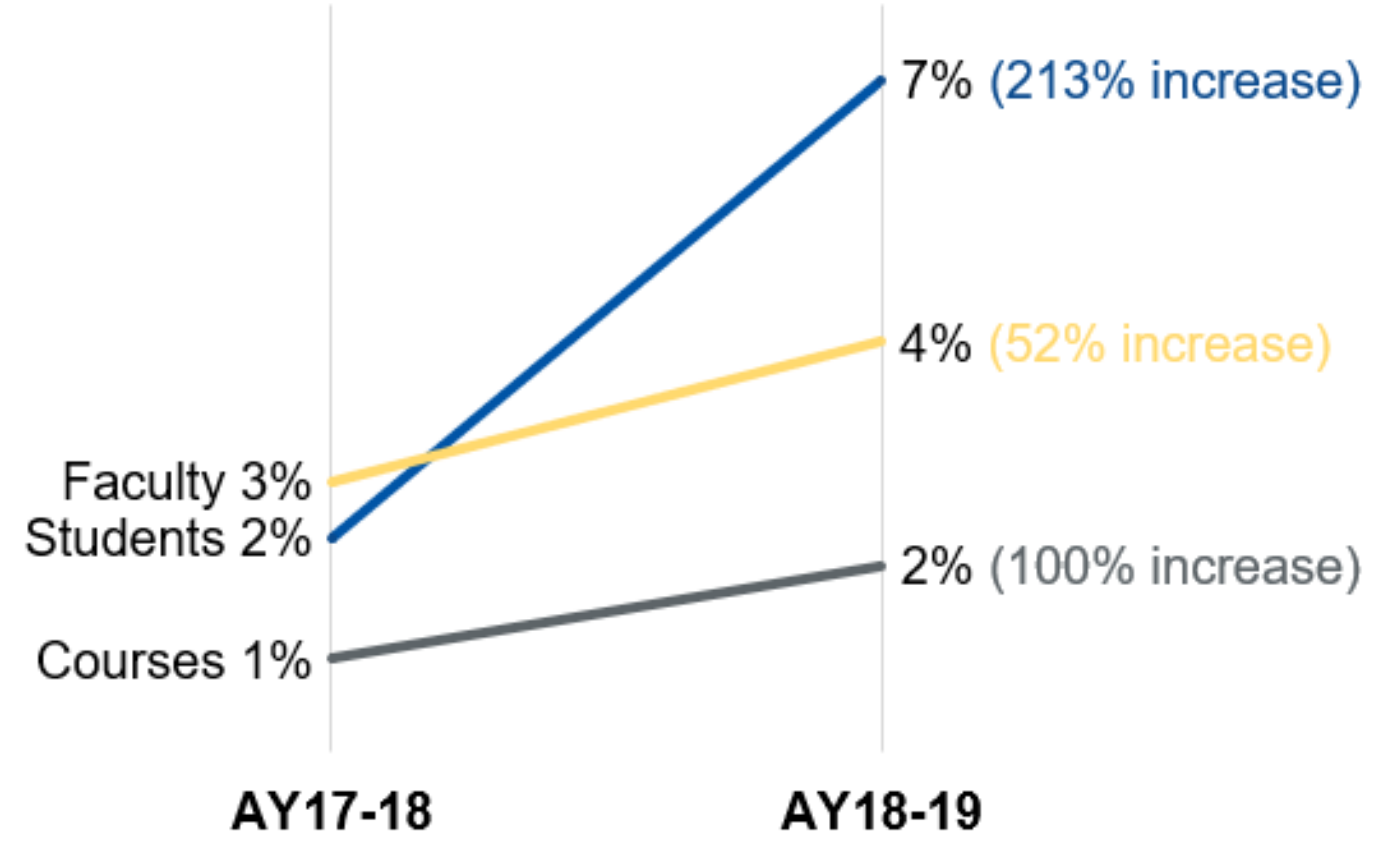
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Institutionalization

The initial program goals of the Office of Academic Service-Learning (OASL) primarily focused on institutionalization and growth of academic service-learning (AcSL) pedagogy at Creighton in order 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.

Starting in Spring and Summer 2018, 227 students in 19 courses taught by 23 faculty participated in AcSL. In its second year, OASL saw a 213% increase in proportion of students enrolled in AcSL courses, a 100% increase in proportion of AcSL courses offered, and a 52% increase in proportion of faculty teaching AcSL.

Growth in academic service-learning participation occurred among faculty, students, and courses offered from AY17-18 to AY18-19*



*as a proportion of overall faculty, students, and courses

Another indicator of institutional adoption of AcSL is breadth of college, school, and departmental participation. As of AY18-19, 15 of 55 departments (27%) and four of nine colleges/schools (44%) offered AcSL courses, including all three undergraduate colleges.

OASL continues to explore ways of expanding institutional adoption of AcSL pedagogy, including faculty development, advocating for faculty recognition, and supporting community engaged scholarship opportunities.



Curricular Engagement

The Office of Academic Service-Learning (OASL) was created in 2017 through a presidential initiative dedicated to connecting Creighton with its wider community in sustainable and mutually beneficial relationships.

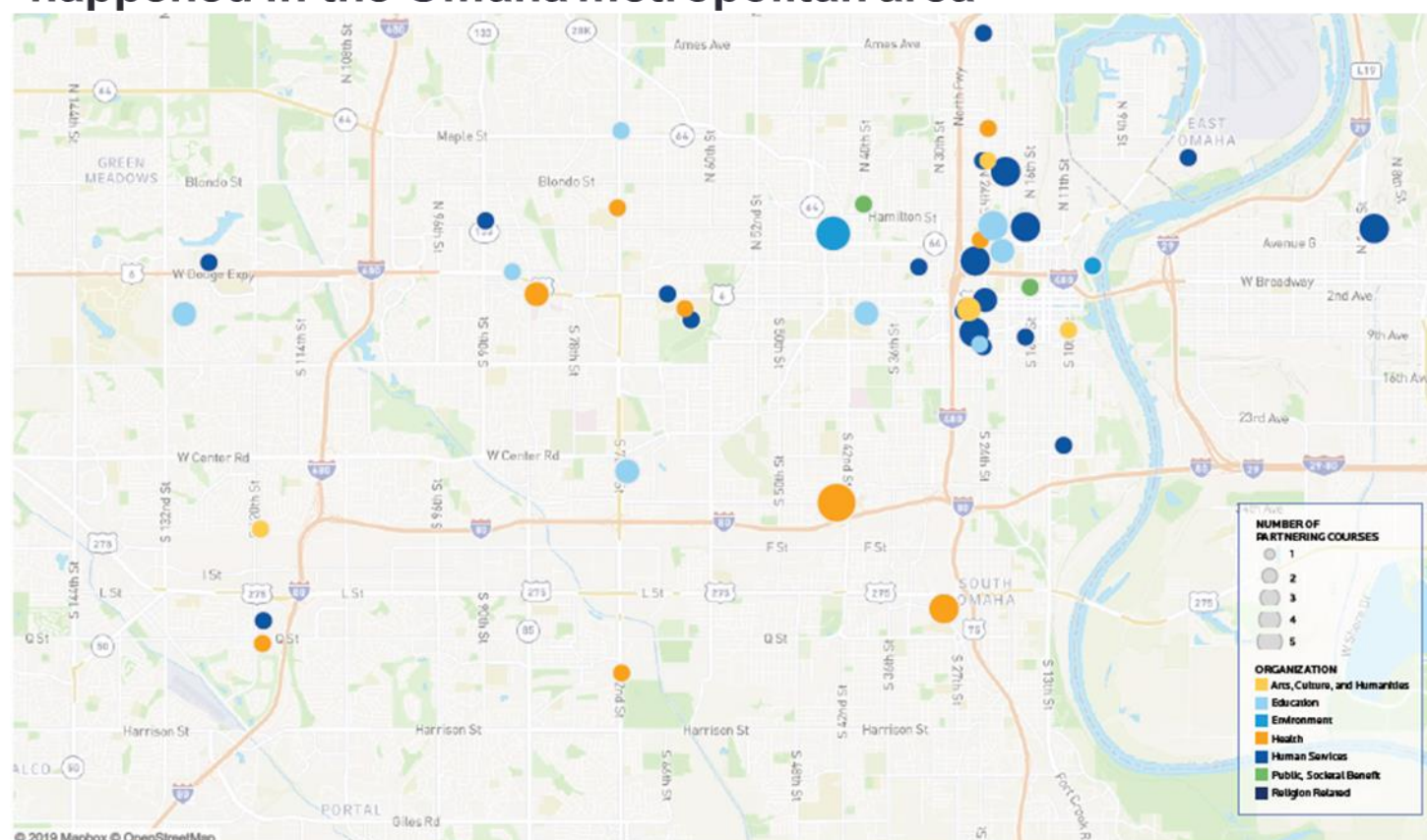
This is deeply rooted in our Ignatian Tradition. In *Promotion of Justice in Universities of the Society* (2014), the Society of Jesus stated that *“aspiring to the greater good is another aspect of Ignatian spirituality. It is not sufficient simply to attain something good; we seek the greater, more 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.”*



Particularly, Jesuit education uses experiential education in order to fully engage students in changing social structures, “liberating the oppressed” and cultivating a character of “men and women for [and with] others” (Arrupe, 1973).

The OASL strives to integrate this style into Creighton’s curriculum to promote justice in the local community. Faculty enhance student learning by connecting their pedagogy and learning outcomes to community goals, thereby fostering both academic and civic learning through meaningful and relevant engagement with community partners.

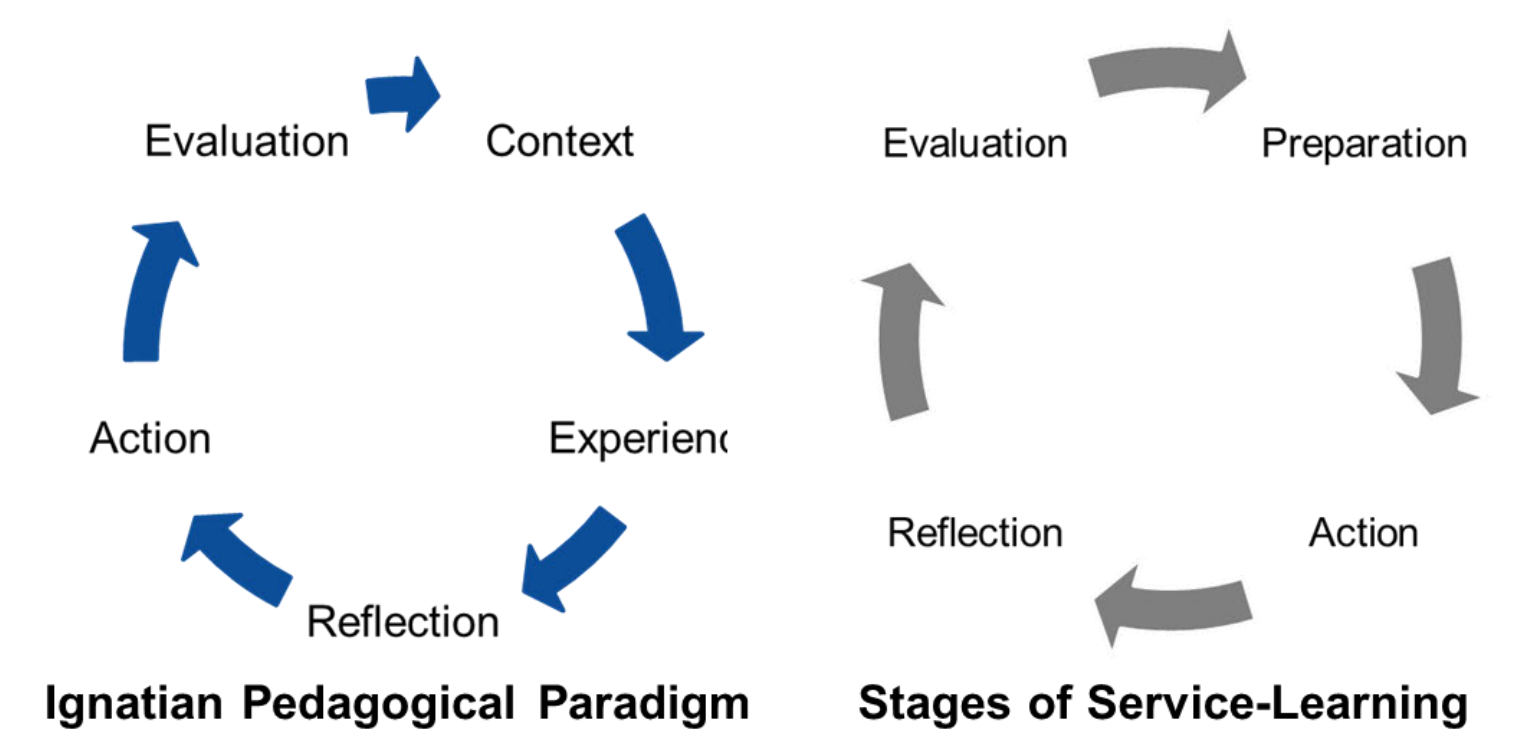
In AY18-19, 727 students engaged 121 partners locally, regionally, nationally, and globally, but most collaborations happened in the Omaha metropolitan area



Ignatian Pedagogy

In light of both the needs of our world and the Jesuit mission in higher education, academic service-learning (AcSL) offers a potent and engaged pedagogy consonant with the long and successful history of Jesuit education, consistent with the central tenets of Ignatian spirituality, and compatible with the Jesuit focus on educating students for a just society.

Reflection was essential to the life and conversion of Ignatius of Loyola. And so, aligned with the Ignatian Pedagogical Paradigm, OASL views reflection as central to the AcSL process. 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.



Student reflections on service

“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.”



Through their AcSL experiences, we hope students cultivate critical reflection and self-awareness, in order to prepare them to be citizens who are committed to justice.