



# Annual Report

## Community Service-Learning Program

Faculty of Arts, University of Alberta

### CSL at the University of Alberta (April 2006-March 2007)

In June of this year, students and staff from the CSL Program were asked to represent the Faculty of Arts at the Chancellor's Cup, an annual golf fundraiser showcasing the activities of all faculties and colleges at the University of Alberta. As teams of golfers came to the CSL tee, we gave them a snapshot of what CSL dares to do: enhance learning by connecting community projects to academic courses.

The active presence of CSL at a major university fundraising event demonstrates its importance to the Faculty of Arts, but is made meaningful by all of the student projects, community partnerships, and instructional strategies that build innovative links between theory and practice.

And what a year of innovative initiatives it has been, as we focused on providing better support to our core course-based CSL program but also implementing new models for integrating service and learning. While many of these activities are described in the following pages, here they are in brief:

**Courses integrating CSL:** nineteen courses in departments ranging from Spanish and Drama to Sociology and Linguistics included a CSL component

**Community partners:** students in CSL courses were hosted by some forty-three community partners

**CSL 300 - Theory and Practice of CSL:** twenty-two students enrolled in the second offering of this in-depth examination of the scholarship of engagement

**Non-profit board internship:** seven students successfully completed an eight-month internship, supported by board mentors and practical workshops

**Spring intensive CSL course:** an eager and eclectic group of students participated in our pilot course on community sustainability under Alberta's 'oil boom'

**Development/training workshops:** for students (on the non-profit sector), community partners (on mentoring), and instructors (on syllabus building)

**Network for Community-Engaged Learning:** we facilitated a network of programs across the U of A that engage students in the community

**Funding and grants:** the CSL Program received a Teaching and Learning Enhancement Fund (TLEF) grant ; we also gave grants in support of CSL initiatives to 7 instructors and 7 community partners

**Evaluation:** we conducted surveys of all participants in CSL courses, a comprehensive case study, and interviews with past CSL participants

These multiple snapshots of CSL at the U of A tell different stories of its successes and challenges. Yet it is the stories of individual participants—what they have learned about social issues, teaching practices, human interactions, or knowledge production—that remain the most compelling markers of our 'success.' Taken together, these stories speak to the possibility of social change at the juncture of university and community.

The CSL Program has had a busy and productive year, thanks to a dedicated staff and instructors, enthusiastic students, growing relationships in the community, and its ongoing umbrella partnership with the Edmonton Chamber of Voluntary Organizations (ECVO). Our continued ability to learn and develop is made possible through funding from the The J.W. McConnell Family Foundation, the University of Alberta, and the Edmonton Community Foundation.

We look forward to another year of possibilities 'working at the hyphen' (see pp. 6-7).

Dr. Sara Dorow  
*Director, Community Service-Learning Program*  
*Assistant Professor, Sociology*

### Community Partners Spring 2006 - Winter 2007

Active Citizen's Television  
Ainembabazi Children's Project  
Alberta Public Interest Research Group  
Autism Society of Edmonton  
Big Brothers, Big Sisters  
Bissell Centre  
Buffalo Nations Luxton Museum  
Capital Health  
Catholic Social Services  
Change for Children  
Changing Together  
CJSR Radio  
Edm Centre for Equal Justice  
Edm Chamber of Voluntary Organizations (ECVO)  
Edm Colombian Canadian Community Society  
Edm Food Bank  
Edm May Week Labour Arts Festival  
Edm Seniors Coordinating Council  
Edzimbuku  
Environmental Coordination Office of Students (ECOS)  
Expect Respect  
Faculty of Graduate Studies & Research Outreach (U of A)  
GeriActors  
Global Visions Film Festival  
GEF: Housing for Seniors  
HIV Edmonton  
Institute for the Advancement of Aboriginal Women (IAAW)  
John Humphrey Centre for Peace and Human Rights  
Journalists for Human Rights  
Millwoods Welcome Centre for Immigrants  
Multicultural Coalition for Equity in Health  
Nigerian Association of AB  
Northern Alberta Alliance on Race Relations (NAARR)  
Parkland Institute  
Public Interest Alberta (PIA)  
Sierra Club: Prairie Chapter  
Sudanese Nuer Centre  
Sunrise Farms  
Tanzanian Community Association of Northern AB (TANA)  
Women Building Futures  
Women's Emergency Accommodation Centre  
Women's Reintegration Chaplaincy  
Zebra Child Protection Centre

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# Enhancing Learning

## For Students, Faculty, and Partners

### Training and Support for CSL Participants

Since its inception the CSL Program has gathered informal and formal evaluative feedback from community and university participants, with the goal of folding this knowledge back into our activities. In 2006-2007 we launched some formal responses to gaps identified in previous evaluation research:

- a booklet and orientation aimed at educating students on the nonprofit sector and the roles of service-learning in the sector
- a booklet and workshop to support community partners in the process of mentoring students
- a syllabus workshop to assist instructors in creating a course plan that effectively integrates CSL

Soon after our first student primer was published in February 2007, we twice delivered it in workshop form to students in the eight winter CSL courses. Since students had already started their placements, they were able to ask relevant and informed questions. Attendance was not as high as we hoped, so we are considering a different approach for the coming year: providing a booklet on the nonprofit sector for all CSL students at the beginning of the term, followed mid-term by a well-advertised informal discussion event.

The community partner mentoring workshop was held in mid-March, late enough in the term for community supervisors to have experienced some of the challenges and rewards of partnering with CSL, but early enough to allow for improvement. This workshop included supervisors with a range of experience in mentoring, who were encouraged to both offer their wisdom and listen to suggestions. Feedback from the first workshop suggests that community partners want more specific mentoring tips and strategies.

The syllabus workshop for instructors took place in early May, and we are pleased that nearly all instructors slated to teach a CSL class in fall 2007 attended.

As this is the first year for these three training and development opportunities, we think we learned a lot about the timing of the workshops, the kinds of exercises and strategies that are helpful, and how we might better inspire people to attend. But most of all, we are glad to be 'catching up' with ourselves, providing overdue forms of support to all CSL participants.

### CSL Courses 2006-2007

#### Spring and Summer 2006

EDPS 577\*: Foundations of Adult & Higher Education  
Soc 224: Sociology of Deviance & Conformity  
Soc 241: Social Psychology  
Soc 377: Sociology of Youth

#### Fall 2006

Drama 407/507\*: Intergenerational Performance  
Pols 299: Citizenship for Democracy  
Soc 352: Population, Social and Economic Development  
Soc 369: Sociology of Globalization  
Soc 418\*: Qualitative Methods in Social Research  
Span 300: Conversation and Composition in Spanish  
WSt 201: Introduction to Women's Studies

#### Winter 2007

Anthro 485/ 585: Visual Anthropology  
CSL 300\*: Theory and Practice of CSL  
Ling 324: Endangered Languages  
MEAS 400: Topics in the Study of the Middle East and African Studies  
MLCS 473/ 573: Cultural Representations, World Media and Ethics  
Phil 265: Philosophy of Science  
Span 300: Conversation and Composition in Spanish  
Swahili 112\*: Beginner's II

\* CSL required

Course syllabi available on the CSL website at [www.arts.ualberta.ca/csl](http://www.arts.ualberta.ca/csl)

### *Immersion Program*

Many participants in CSL courses comment that they wish there was more time to engage in the course materials and community projects. To address this, the CSL program is piloting a new initiative that saw students enroll in a 6-credit course in the spring term and contribute at least 50 hours each to a community project.

The course was co-taught by Dr. Sara Dorow (Arts) and Dr. Karsten Mündel (Augustana), and ably supported by teaching assistant Zane Hamm.

Titled "Oil & Community: The Art & Science of Sustainability," the course focused on the environmental, social, and economic effects of the oil boom on communities in Alberta. Students spent one week of the course in Fort McMurray, where they worked on community projects related to immigration and youth. The public speaker series offered in conjunction with the course was co-sponsored with the Parkland Institute (neighbors to CSL House).

This model of intensive CSL course is innovative for its immersive approach, but also in two other ways: it deliberately aims to include participants and presenters from multiple disciplines, and to combine instructors' research projects with undergraduate teaching. Based on extensive evaluative feedback (to be analyzed in summer 2007), we hope to offer an updated version of the course next spring.





# Building Community Capacity

**The Sierra Club-Prairie Chapter** has been an active partner in the CSL program over the past year, offering several projects each term. Edmonton's Sierra Club office is small, but the high-energy staff has raised its profile among students and in the community at large. This winter, the Sierra Club was awarded a Community Partner Grant by the CSL program; these grants support community partners' ability to work with students to carry out specific CSL projects. The Sierra Club used the grant to develop a training package for orienting CSL students to work with their Environmental 911 program. The newly developed materials meant CSL students were better able to research questions brought to the Sierra Club by concerned citizens who could not find answers through normal avenues. Leila Darwish, the CSL students' community supervisor, says that not only will the training package be used again in the future, it will also provide a platform for a more ambitious training manual for remote community members to use independently. Darwish is hoping a future group of CSL students might then work to develop and disseminate this new training manual.

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**Changing Together** is a centre well known for supporting immigrant women. And Jehan Wassef, volunteer coordinator at Changing Together, is as close to an "expert" at community service-learning as it gets. In Winter 2007, her organization partnered with the Spanish 300 class, taught by Wojciech Tokarz. The Spanish Conversation students made a documentary entitled *Hermanas en Cambio* about the experiences of Spanish-speaking immigrant women at Changing Together.

Changing Together has been involved in CSL since our pilot program was launched in 2003; Jehan has supervised at least 22 students and worked with about 10 different professors on a wide variety of topics. She sees something special in Wojciech, though. Before Wojciech saw the poster for the CSL Teaching

Innovation Grant in his department, he was already not quite satisfied with the Spanish curriculum's required student presentation, and had begun working on video documentaries with his students. Now in his second term teaching CSL, Wojciech makes a practice of visiting each community partner's organization and learning about their programs, and Jehan appreciates his willingness to jump in and "get his feet wet."

Wojciech downplays any extra work that CSL requires of him, and says he is grateful for the opportunity to "build bridges with Edmonton's Latin American community." For Wojciech, the personal relationships that students develop through CSL means that they learn more vocabulary, do more investigation on their own, and are more independent than his non-CSL students. He can count on the technical support of the Arts Resource Centre in filming and editing the documentaries, thanks to his successful application to the CSL Teaching Innovation Grant. Wojciech says he "never imagined the degree of change in [his] teaching" that would result from CSL. In particular, Wojciech feels no need to use grades to motivate his students to learn because the students develop an ethical responsibility for their own learning. Student management becomes more flexible, less time-consuming, and "much more human."

Jehan, too, "didn't see challenges" with CSL students; she saw "successful young students, right from the first day." While the twenty hours students commit to CSL would not normally allow enough time for them to facilitate one of Changing Together's conversation classes, Jehan still offers this opportunity to CSL students. And if the students need to take a break from their CSL projects during exam time, Jehan's enthusiasm always brings undergraduates back to finish up classes with the women at Changing Together.

Like Wojciech, Jehan uses a bridge metaphor in her description of CSL. She loves the knowledge, the willingness to help, and the research that students bring to her organization; she recognizes the leadership skills, the respect for diversity, and the understanding of multiculturalism that the students gain. But the simple act of introducing the community to the university, of teaching each to 'speak the other's language' as it were, is to Jehan the most important thing. Wojciech puts it this way: "With CSL projects it's *your* community, and you can participate in that multicultural community only if you know the language."

## *CSL and the ECVO*

The Edmonton Chamber of Voluntary Organizations (ECVO) partners with the Faculty of Arts to support and implement the CSL Program. CSL Community Liaison Beth Hunter is an employee of the ECVO, bringing its backing and expertise to strengthening community partnerships and finding community placements for CSL students.

The ECVO has become an increasingly significant player in non-profit collaboration and policy development. This alliance has helped to raise the CSL profile among community organizations in the city. At the same time, the CSL program has been good for ECVO, helping to introduce new community organizations to the benefits of ECVO membership and strengthening the commitment of some existing members. In the past year, the ECVO has been liaising with both federal and provincial ministries to improve understanding and communication between the non-profit and government sectors.

Val Mayes, who has deftly created for the ECVO a network of financial and philosophical supporters, will be moving into a new phase of her career. Her successor, Russ Dahms, takes over on August 1.



# Creating Long-Term Commitment

## ... among Young People

### Non-Profit Board Internship

In April of this year, the CSL Program held its first Non-Profit Board (NPB) Student Internship Graduation Celebration. Invited guests included the seven interns and members of their families; representatives from community organizations, university administration, and city government; workshop facilitators; and CSL program Advisory Board members. All seven 'graduates' presented highlights of the work they accomplished during their eight-month long internships. Three of the interns, for example, were instrumental in planning and participating in conferences put on by their boards; another helped produce a count of homeless persons and then went on to suggest planning directions for future services (a copy of the report was requested by a city councillor).

The NPB Internship program began in September 2006 as a pilot project of the CSL Program, through a partnership with the Edmonton Chamber of Voluntary Organization (ECVO) and the University of Alberta Career and Placement Services (CaPS). The purpose of the Internship is to provide students from all university disciplines the opportunity to learn practices and skills involved in serving on the boards of community-based non-profit organizations. The internship was also designed specifically so that it could meet the non-credit opportunity requirement for the new Certificate in Community Service-Learning. To be admitted to the program, students were required to submit an application and essay detailing their interest in the program, and to undergo an interview. Successful applicants were then matched with non-profit boards who had indicated an interest in hosting an intern for an eight-month period.

The internship consisted of two mutually supporting activities:

- *A series of seven workshops:* Organized by CaPS and delivered by volunteers from the U of A Alumni Association and the Alberta government's Board Development Program, workshops provided training and discussion of key aspects of non-profit boards (eg., finance and budgeting, policy development, and conflict resolution).
- *A board placement:* Organized by the CSL program and guided by volunteer mentors from each host board, the board placement afforded interns the opportunity to attend and participate at board meetings using their newly acquired skills. To qualify for an NPB Student Internship Certificate, students were also required to contribute a final project, designed in conjunction with their mentors.

Because of the popularity and success of this program, we have expanded it for the 2007-2008 year: in May, twelve students were offered internships. Over the summer, we will make minor changes to the program (to reflect the feedback we have received through our evaluation process) but we are looking very forward to our first workshop, scheduled for Saturday, September 8.



Student Logan Bayne with mentor Larry Booi at the first NPB Workshop

### *Learning Beyond the Classroom: One Student's Perspective*

By Aliisa Paivalainen

It was in my 300 level sociology of globalization course last fall semester that I was introduced to the CSL program at the University of Alberta. I chose to do my placement with a new organization called the Ainembabazi Children's Project (ACP). I chose this organization because its main focus is the development of AIDS orphans in Uganda, an area that is of great interest to me. Since this class, I have continued to work with ACP and plan to travel to Uganda to work on one of our projects in the upcoming year. This can be greatly attributed to the CSL program here at the U of A.

Being an out-of-province undergraduate it was very difficult to find ways to integrate myself into the Edmonton community, and even more difficult to find organizations that really interested me. CSL really helped me get a step in the right direction.

One of the best attributes of the CSL program was its ability to help me critically analyze the Ainembabazi organization within the course material. It also allowed me to understand the organization's role within the larger framework of global society. The more I analyzed and critically evaluated my organization, the more I became aware of the obstacles it faced as well as the great work that they were accomplishing. I really enjoyed learning about the foundation and structure of their organizations which helped me appreciate any success in this field. This was something that would probably not have been accomplished had I been just a 'regular volunteer' with the organization.

The best thing that CSL did was to constantly push me to get more involved in this organization and try to fully understand the way it functioned. It was this reinforcement that ultimately shaped my work for this organization. In all, I thoroughly enjoyed my CSL course and am grateful that it enabled me to get involved in an organization with long term goals and in an area that truly interests me.



# ent to Community Engagement

## ...at the University

### N-CEL: The Network for Community-Engaged Learning

When the Community Service-Learning Program convened a round table discussion among practitioners, students, and administrators of “experiential learning” programs at the University of Alberta in March 2006, we were not sure what would happen next. We only knew that people across campus were looking for ways to interact. Since then, a core group has met monthly and has become the steering committee of what is now known as the Network for Community-Engaged Learning (N-CEL).

While still in its infancy, N-CEL brings together programs with similar goals to CSL in order to help participants learn from each other’s expertise and to develop a common voice on community-engaged learning at the University of Alberta. Currently, N-CEL is being incubated by CSL with the goal of finding a more central institutional home. The CSL program was successful in receiving seed monies from the University of Alberta’s Teaching and Learning Enhancement Fund to help in the growth of the network over the next two years.

A key event in the past year was a symposium hosted by N-CEL on March 20th. The symposium featured a panel of scholars from across the university; visiting Australian scholar Angela Brew provided synthesis and discussion. The event also marked the launch of N-CEL’s website ([www.arts.ualberta.ca/ncel](http://www.arts.ualberta.ca/ncel)). The panel on March 20th was comprised of:

- Sara Dorow – Director, Community Service-Learning Program, Faculty of Arts
- Jean Kipp – Interdisciplinary Practice Manager, Inter-Professional Initiative, Health Sciences Council
- Linda Szekely – Coordinator, Engineering Co-op Department & Engineering Employment Centre, Faculty of Engineering
- Randy Wimmer– Assistant Professor, Education Policy Studies, Faculty of Education
- Angela Brew - Associate Professor, Institute for Teaching & Learning, University of Sydney (respondent)

The first three panelists were asked to answer three questions: 1) why do we do community-engaged learning?, 2) what challenges or barriers do we face in trying to carry out our goals?, and 3) what are some promising areas of discovery? Randy Wimmer then highlighted key outcomes of his research on clinical/practicum experiences across Canada. One interesting finding of his study was that many of the broad range of practices that fall under the banner of community engagement face similar challenges in terms of institutional support.

University Teaching Services visiting scholar, Angela Brew, issued the challenge to take better advantage of the opportunity to engage students, community members, and faculty in relevant research. She also suggested that growing interest among students in community-involved learning seems to be a response to growing pressures to make education more practical and relevant. Universities want to prepare their students for the work world. Community mentors can show students how to apply their undergraduate education in service of real-life situations and problems.

The event attracted more than 40 attendees from disciplines such as engineering, library sciences, and sociology, as well as from community groups. The panel discussion and ensuing reception provided a good opportunity for educators and students alike to meet each other and to gain a better sense of ways in which they might work together.

### *Farewell to Ariana*

Arts graduate Ariana Barer was recently awarded the 2007 Faculty of Arts Outstanding Leadership Medal. We take some pride in Ariana’s success because she has also been an important leader in CSL. For starters, even though the new Certificate in CSL does not officially go into effect until fall 2007, Ariana completed all of its requirements. She took four CSL courses, including the first offering of CSL 300 (Theory and Practice of CSL) in winter 2006. She also completed an additional volunteer project with a significant training component, serving for two years as producer, host, and contributor for CJSR-Radio’s feminist current affairs program *Adamant Eve*. On top of all that, Ariana was a student representative to the CSL Advisory Committee and to its grants sub-committee. Just as Ariana helped to usher in the CSL Program by delivering a speech at our official launch two years ago and then continuing to actively contribute, we trust that her CSL experiences at the U of A will help to usher her into creative and community-engaged successes after graduation.



Ariana Barer with Daniel Woolf, Dean of Arts, at the June 2007 Convocation Breakfast

# Evaluating Community

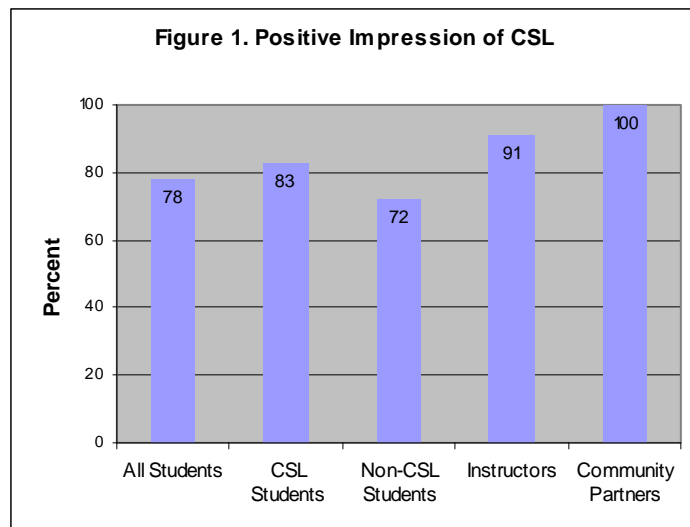
Program evaluation this year was spearheaded by graduate assistant Ruth Wolfe, with assistance from professor emeritus and CSL volunteer Charles Beck. The evaluation involved 3 key components:

- *Ongoing evaluation:* end-of-term surveys of instructors, CSL and non-CSL students, and community partners involved in fall 2006 and winter 2007 CSL courses
- *Case study:* in-depth assessment of one CSL course, involving surveys, in-depth interviews, focus groups, and participant-observation at site visits
- *Follow-up evaluation:* semi-structured telephone interviews with community partners and students who participated in CSL courses during the fall 2005 and winter 2006

Overall, 342 students were registered in the 15 CSL courses offered during 2006-2007 (excluding spring/summer). CSL community projects were required in five courses, and were optional in the other ten. Overall, more than half (53%) of all students registered in the 15 courses participated in CSL. Surveys were completed by 136 CSL students, 106 non-CSL students, 11 instructors and 25 community partners.

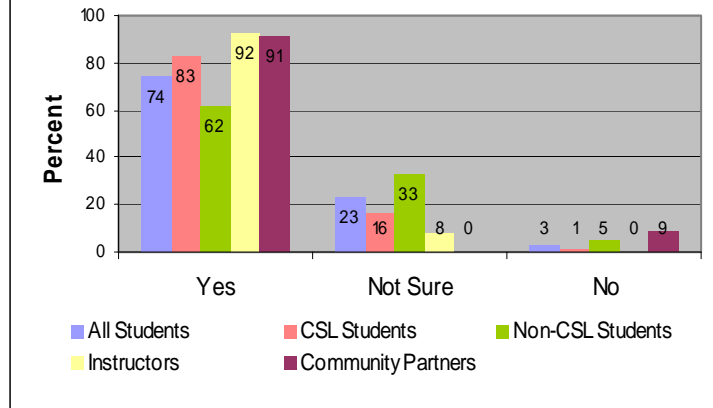
## Indicators of Satisfaction with CSL

Survey respondents' impressions of CSL were generally positive, and a clear majority said they would recommend a CSL course to their peers or colleagues (Figures 1 and 2). The most prevalent reasons



that CSL students gave for not considering another CSL course in the future were that they were graduating or that CSL was not an option in their program or course options. Among both CSL and non-CSL students, a small number also expressed concern about the time commitment required for community service-learning. Instructors and community partners overwhelmingly indicated they would consider participating in CSL again in the future.

**Figure 2. Would Recommend CSL to Peers/Colleagues**

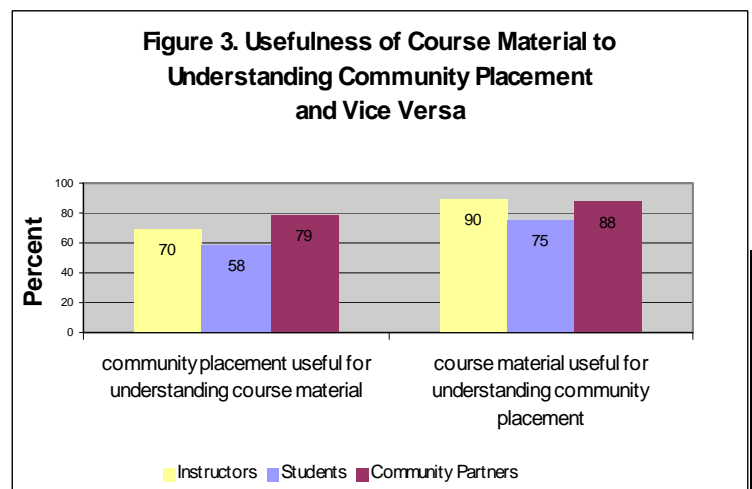


85% of CSL students reported positive experiences with the community organizations with which they carried out their placements; 77% thought the placement was a good fit for the course and/or their learning. Two-thirds of the CSL students reported that they would continue to volunteer, and almost half said they would consider continuing to volunteer with their CSL host organizations specifically.

## Working at the Hyphen

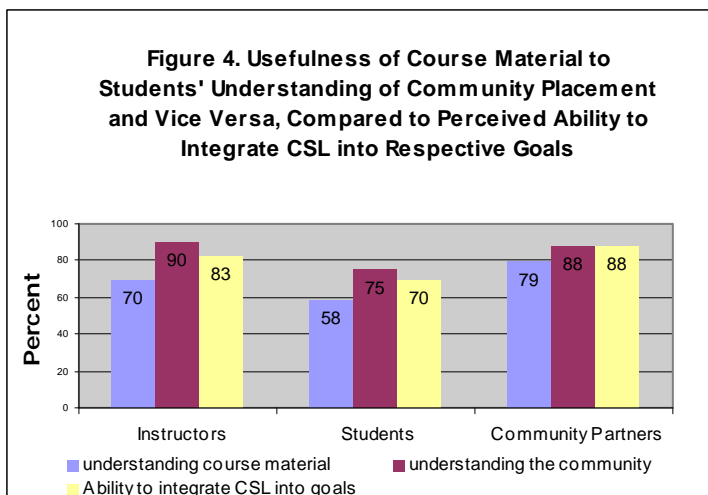
Effective integration of CSL into coursework and into the goals of an organization can be a challenge for instructors, students, and partners. As one student put it: "I thought the experience and the efforts of both the CSL partners and the instructor were excellent, but I do not feel as though the overall vision of how the two could be integrated was fully explored."

Instructors and community partners were more likely than students to report that community placements were useful to students' understanding of course material, and vice versa (Figure 3).



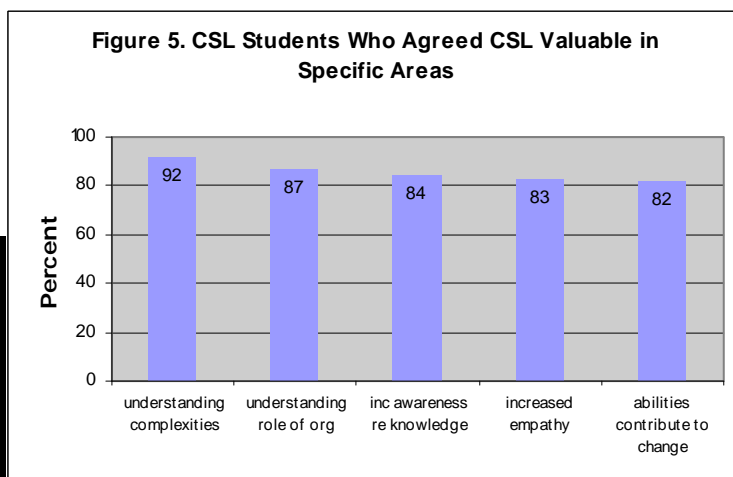
# Service-Learning

Instructors', students', and community partners' ratings of their abilities to integrate CSL into their respective academic and organizational goals closely matched their ratings of the extent to which they thought course material contributed to understanding of community, more so than the other way around, that is, community placements contributing to understanding of course material (Figure 4).



Perceptions that the two components of CSL are not relatively equally beneficial may be of concern to various stakeholders. However, a further look at the data suggests that participants perceive benefits that go beyond direct enhancement of course material. Instructors' reasons for recommending CSL to their colleagues focused mainly on the opportunity for personal/educational "enrichment" for the students, or for applying or practicing theory in the "real world."

Similarly, community partners emphasized the tangible contributions students made to their organizations in terms of increasing awareness of the organizations, assisting with needed practical work, and enabling their organizations to carry out projects that they would otherwise not be able to carry out. Perhaps most telling is that students gave high ratings to these same areas of contextual, personal, and practical learning (Figure 5).



While community partners specifically mentioned the need for more communication with instructors, some instructors also thought there was a need for a better three-way connection. Consciousness of the need for such a triadic relationship tends to arise when there are challenges with a particular placement.

It is the students who have their feet in both academic and community venues, and to a greater extent than either instructors or community partners. They are therefore situated at the junction of academic and community knowledge and may be in the best position to offer insights about what it means to "integrate" CSL.

## Disseminating Knowledge about CSL in 2006-2007

**September 2006: Western Canadian Deans of Art and Science Conference** - Sara Dorow spoke on innovative practices in CSL.

**February 2007: Integrating Teaching & Research** - A panel of instructors and students held a workshop for instructors at the U of A as part of a series sponsored by University Teaching Services.

**February 2007: Faculty of Pharmacy** - Lorraine Woollard facilitated a discussion of community service in Pharmacy.

**February 2007: Re-Learning Community** - Two CSL instructors were invited to speak on community and globalization as part of a series for rural Albertan communities.

**March 2007: N-CEL Symposium** - Sara Dorow spoke to educators from across the U of A about the goals and challenges of CSL, and staff member Karsten Mündel moderated.

**March 2007: Narratives of Citizenship Conference** - Karsten Mündel and Sara Dorow were invited to speak to university and community members on CSL and citizenship.

**Spring 2007:** Lorraine Woollard sat on the organizing committee for the Society for Teaching and Learning in Higher Education conference, helping to facilitate the inclusion of CSL in the program.

## CSL Advisory Board 2006—2007

Ariana Barer (student)	Martin Garber-Conrad (community)
Jeff Bisanz (professor)	Val Mayes* (community)
Jim Bohun (student services)	John Newman (professor)
Gurston Dacks* (U of A admin)	Jan Selman (professor)
Nicola Fairbrother (community)	Joan Schiebelbein (U of A admin)
	*CO-CHAIR



# Looking Ahead to 2007-2008

## Key Lessons We Take From Year 2 to Year 3

### Administrative and Structural Processes

- Continue to streamline administrative processes (arranging placements/projects; obtaining security clearances; carrying out evaluations), as this is crucial to avoid burdening community partners, instructors, and students with excess work
- Negotiate a balance between time spent supporting the integration of CSL into the curriculum and time spent promoting the growth of CSL at the university
- Re-visit the granting process (for community partners and for instructors) in order to encourage innovations as well as to support ongoing successful projects
- Make CSL “count” within university structures (such as annual faculty reviews)—a long-term goal that might best be facilitated through a concerted national effort in order to institutionalize such programs
- Develop protocols for tracking and supporting the new Certificate in CSL, as well as promoting the Certificate to students across the university
- Work to give CSL a more permanent place within the structures of departments/programs at the university that are already actively involved with CSL
- Work to give CSL more support and sustainability within the goals and structures of select longstanding community partnerships

### Resource & Knowledge Development

- Develop new strategies for creating CSL relationships with departments and individual instructors at the university, and with community partners
- Continue outreach and networks with other related programs at the university, especially through the development of the newly formed Network for Community-Engaged Learning
- Add to (and revise) our repertoire of educational materials, given the positive reception to the first two primers (*How to be a Great Mentor* for community partners and *Understanding the NonProfit/Voluntary Sector* for students) so as to continue our training and support activities aimed at community partners and students
- Provide more teaching resources for instructors (eg., articles, books, sample syllabi ) so as to help them more easily integrate experiential learning into their courses
- Develop more interactive workshops—along the lines of the syllabus-building workshop—to prepare instructors better for the CSL experience and to facilitate collegiality amongst them
- Continue to give invited talks, prepare conference presentations and/or journal articles, and participate in national dialogues and research efforts to contribute to the growth of CSL
- Identify key professional development opportunities for CSL staff
- Focus evaluation on themes identified in the previous year’s outcomes, and continue longitudinal interviews with past participants

## Program Funding - Summary

Source of Funding	2006-2007	2007-2008 (projected)
The J. W. McConnell Family Foundation	\$134,500	\$145,000
University of Alberta	\$110,000 (including one-time equipment funding)	\$152,000 (including new permanent funding)
Edmonton Community Foundation (grant to ECVO)	\$ 25,000	\$ 25,000
Teaching and Learning Enhancement Fund		\$ 41,000
<b>TOTAL</b>	<b>\$269,500</b>	<b>\$363,000</b>

## Community Service-Learning Staff

[www.arts.ualberta.ca/csl](http://www.arts.ualberta.ca/csl)

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