MISSION
Community Service-Learning fosters reciprocal relationships between U of A instructors and community partners that create opportunities for students to reflect on and explore classroom and community learning.

VISION
To be recognized as a leader in community-engaged learning through excellence in community-service learning.

VALUES
Reciprocal relationships among CSL, instructors, community partners, and students that support innovative teaching and learning.
Engaging experiences for students that integrate in-class and out-of-class learning.
Community and university networks of learning.
Safe, accessible, and collaborative learning environments.
Our role as a catalyst for positive change in the university and community.
Our role in facilitating research to inform, support, and share CSL practices.
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It has been another busy year for staff at CSL. There have been a number of staff changes and a great deal of learning has occurred! We have continued to build on the excellent foundation developed by Dr. Sara Dorow and Lorraine Woollard and other former staff in CSL, including holding our second annual CSLebration in April to acknowledge the achievements of our community partners, instructors, and students. That month, we also held our inaugural seminar, “Learning through partnership” to spread the word about the wonderful work undertaken by our partnership grant recipients. Invitations to join our CSL research group resulted in an overwhelming response from instructors and graduate students, and we meet monthly to discuss ideas and to present our work. Our Partners in Education (PIE) initiative was also launched this year, allowing community partners to participate in university courses. Finally, we developed our mission, vision, and values statements. In the year ahead, we look forward to continuing to develop impactful models of community-university engagement.
This year I have had the opportunity to connect with amazing community partners, who support students to complete impactful projects in non-profit organizations across the city, and dedicated CSL instructors, who inspire students to meet the challenge of thinking critically.

I really value the connections that are created and cultivated through CSL. This year offered many challenging learning experiences, and I look forward to the possibilities that lie ahead.

Lynn Sutankayo
Partnership Coordinator

This year has been filled with new relationships, challenges, and learning for me, and I feel incredibly lucky to be working with such a dedicated team of individuals.

What a joy it is to be a part of such an amazing program. I feel blessed for what has been and excited for what is to be! It has been a wild past year with lots of growth, learning, and laughter.

Erin Kelly
Partnership Coordinator

CSL is all about people. Helping students with their learning experiences throughout this past year has been a real highlight.

The most rewarding part of my job is reading through the evaluation data to see all of the meaningful and unique ways that CSL has impacted students’ learning experience.

Angie Meyer
Office Assistant

Fauza Mohamed
Evaluation Coordinator

Lisa Prins
Humanities 101 Coordinator
Here are just a few examples of the great projects CSL students contributed to this year:

**GirlSpace Mentors – YWCA Edmonton / WST 201**
Community Supervisor: Trina Hritzuk; Instructor: Dorothy Woodman

Students worked as facilitators of a 16-week psycho-educational program for girls between the ages of 11 and 15. GirlSpace is a program that brings junior high school girls together to talk about challenging issues. Through facilitating activities with the girls around topics such as bullying, self-esteem, portrayal of girls and women in the media, physical and mental health, and eating disorders, CSL students were able to make connections between what they were learning in their course and how their learning was supported or challenged by their experiences with the girls in the group.

**Classroom Volunteers + Translation Assistance – Ecole Escuela Grandin School / FREN 298, EDUF 235, SPAN 406**
Community Supervisor: Lorraine Press; Instructors: Mathieu Martin-LeBlanc, Mary Richards, Odile Cisneros

Ecole Escuela Grandin School is an elementary school known for its French Immersion and Spanish Bilingual program streams. They were keen to have students support teachers in day-to-day classroom activities and provide one-on-one assistance to students who would benefit from extra support.

**Citizenship Ceremony Projects**

CSL offered a cross-disciplinary intercultural experience through a partnership with the Institute for Canadian Citizenship - Edmonton Citizenship Committee, and the U of A Global Education Program. This partnership supported CSL opportunities in several classes:

**ENGL 124** - Instructors: Dr. Alison Rukavina + Dr. Susan McNeil-Bindon
Students new to Canada and part of the University of Alberta Bridging Program attended a citizenship ceremony and captured new Canadians' experiences of engaged citizenship.

**PHIL 366** - Instructor: Dr. John Simpson
A student created a blog about citizenship and facilitated discussions with English 124 students to prepare them for their CSL volunteer positions (citizenshipualberta.blogspot.ca).

**CSL 300** - Instructor: Mary Richards
A student took on the role of Volunteer Coordinator, attended training sessions, coordinated logistics, and collected English 124 student transcriptions.
What I value most about my experience in the NPB internship was the ability to connect with people outside of the university. This was a great way to learn about the community but also to build relationships with people who are committed to social justice, thoughtful engagement with social problems, and to have professional connections with people I respect to carry into the future.

Katie MacDonald
CSL was the most valuable part of my university experience. I worked with many organizations and gained a lot of great experience to which I can apply to my work in the future. Along the way I had the opportunity to work on a number of projects, met many great people, and looked at a variety of issues and themes affecting the Edmonton community. I am very happy to have come across CSL in my undergraduate career and hope that other students will be able to reap the benefits of such an amazing opportunity.

CSL offered me an opportunity to figure out on my own terms how to translate my academic experiences to a more professional setting. I think CSL offers students an opportunity to challenge themselves in a much different setting than the lecture hall or seminar room. CSL prompts students to exert themselves in a community setting where the fruits of their labour may be much more tangible than a letter grade on a paper. Plus you get to meet new people and experience things you might not have otherwise.

I am delighted and thankful for the bursary. My CSL experience in the Oil and Democracy course was one of the highlights of my time at the University of Alberta. The class opened my eyes to the responsibility we all have in serving our community and how we can work to engage others and ourselves in overcoming the contemporary obstacles and attitudes our society faces in working towards a sustainable and just future. CSL provided me with a framework to link my studies to our greater society. I will carry this lesson forward.

As a humanities scholar, CSL continually reminds me of the meaning of my discipline - the humanities is the study of humanity itself, and I can think of no better way of learning about that than through the fundamental community relationships that I have cultivated through CSL. The program has allowed me to reach beyond institutional walls and find the applications of my discipline in many exciting new contexts, proving to me the worth of my degree program.
PROJECT CITIZENSHIP  projectcitizenship.tumblr.com

Through the partnership and working with CSL students we have been able to amass a large and impressive body of stories about how people with disabilities are overcoming barriers and following their passions to accomplish some very inspirational roles in the community as contributing and valued citizens. It has allowed us to innovate, improve our practices and services, and get better at supporting the citizenship of people with disabilities.

We are much more intentional in the ways in which we create time, space, and processes for engaging in innovative thinking and practice; and, about questioning how our support of individuals is contributing to their experience of engaged citizenship.

Ben Weinlick
Project Citizenship Coordinator

SUSTAINABLE FOOD INTIATIVE  www.sustainablefooduofa.ca

Two years ago, when we found ourselves applying for the Partnership Grant from CSL, we began to imagine other possibilities beyond a farmers’ market for changing the food environment at the University of Alberta. By the time we received the grant, we had formed the Sustainable Food Initiative (SFI) and began planning and exploring all the possibilities we now had to make changes on campus.

Thanks to the partnership grant, we have worked with over 60 students and have tackled numerous projects related to sustainable food on campus - including: waste management, the history of food on campus, alternative food businesses, grocery items, and food labeling. Currently, the Sustainable Food Initiative is in a transition period with plans to revamp and expand its mandate in order to more successfully work with partners across campus and continue to improve the food environment at the U of A.

Nikki Way
SFI Project Coordinator
Humanities 101 develops unique curriculum focused on encouraging critical thinking in the everyday and inspiring a passion for lifelong learning. Each semester we offer two free university-level courses: one for women at a second-stage women’s shelter, and the other for individuals who experience barriers to educational opportunities such as poverty and mental health. We also offer a bursary to HUM 101 graduates to audit a course on campus. Interest and trust has increased as is reflected in our growth: over 30 graduates from our community course and over a dozen from our women’s course.

The women’s shelter course is delivered by volunteer University professors. The community course is lead by volunteer graduate students. These volunteers are essential to the success of the program and bring their own unique expertise, knowledge, and curiosity. This ensures a multi-disciplinary and holistic approach to curriculum development and delivery.

In Fall 2012 both courses were titled **Rights of Passage**, that explored ideas of how individuals process and navigate various rites of passage, and how these experiences affect our relationships in culture and community.

In Winter 2013 the women’s course, titled **Critical Media Literacy: Representation of Women**, was an exploration of how women have been and are represented in various media from art and advertisements, to our current obsession with zombies and vampires. The community course, **Reading Between the Headlines**, explored a range of topics that ‘make the news’. We examined how Edmontonians receive and understand news that affects us as individuals and as larger communities.

We offered two science-based classes to compliment our humanities-based classes. Activities included: guest speakers on nutrition, and on Aliens and Intelligent Life; a Cree and Blackfoot walk through our river valley led by Dr. Donald; a tour of the Agri-Food Discovery Place, and of the U of A observatory; a visit to the Winspear to watch the ESO practice coordinated by Ryan Kafar; and a trip to the Telus World of Science! A huge thanks to Renee and our friends who made this happen.

South Side Mother’s Day Out (SSMDO) generously offered to hold and donate a spot each fall so that we can provide childcare for a mother who would otherwise not be able to attend classes on campus! Thank you SSMDO!

And thank you the St. John’s Institute who generously donated their space for our community course!

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Power of Words

The right words spoken in the right way can bring us love, money, and respect. While the wrong words or even the right words spoken in the wrong way can bring us pain and misunderstanding.

A Community Learner
CSL EVALUATION

STUDENTS
940 registered in CSL component of course
Up 18% from previous school year

84% had a good impression of CSL
78% stated CSL made them more aware of knowledge generated by both the University and community
75% stated that CSL helped them to understand how they can contribute to social change

I think the CSL program is an excellent way for students to explore their professional interests while simultaneously being productive members of society.

Student survey response

INSTRUCTORS
50 different instructors
Up 14% from previous school year

90% would recommend CSL to other university instructors
95% stated CSL enhanced students' learning
90% felt there was a good fit between the course material and the community placements

The students in CSL saw the course material come to life.

Instructor survey response

COMMUNITY PARTNERS
164 community partners
Up 61% from previous school year

89% stated that CSL helped their organization to complete some of its project needs
91% observed CSL students develop transferable skills during their placement such as leadership, communication, and research

CSL is a valuable service provided by the U of A, I heartily endorse this program.

Community Partner survey response

Evaluations are carried out at the end of each term with instructors, CSL students, non-CSL students, and community partners. A complete summary of data is available in the 2012-2013 Evaluation Report on our website.
A snapshot of the dominant themes from responses to the CSL evaluation questionnaires this year:

**STUDENTS**

- Developed a deeper understanding of social issues -
  - The appreciation from the [clients at a homeless shelter] had a very strong impact on me. It made me realize the complexities of social issues that are easily ignored.

- Developed a stronger understanding of courses concepts -
  - The most meaningful aspect was the different environment to learn the same material as covered in the course. The different context made learning and connections more vivid.

**INSTRUCTORS**

- Enhanced student understanding of course material
  - [Having a CSL component in my course taught me] ways to facilitate discussion and reflection. I constantly learn about my own instructional approaches with individuals with developmental disabilities when I am trying to help my students problem-solve.

- Helped instructors to reflect on their teaching

**COMMUNITY PARTNERS**

- Students were positive role models to other volunteers -
  - The community members we worked with were energized and validated to see that people outside of their neighbourhood were interested in the work they are doing.

- CSL allows students to put ideas to work -
  - The students learned about the complexity of sustainability in a way that cannot be taught in classwork. They explored topics through real life examples.
This past year, we invited instructors, post-doctoral researchers, and graduate students interested in researching CSL to join us to share ideas and work-in-progress. Our goal is to develop a community of practice around research into experiential learning.

CSL Research Publications by U of A Instructors


Conference Papers
Ann De Leon (April 2013). Spanish Alberta: Bridging Cultures, Building Community. Exploring Edmonton’s diverse Hispanic landscape through the lens of a camera and in the words of the people themselves. Keynote Speaker at IV Encuentro de Profesores de Español de Alberta/Fourth Spanish Teachers of Alberta Conference, University of Calgary, Calgary, Alberta.


Research Grants
Investigators: Alison Taylor, John Simpson, Zane Hamm, + Mary Richards. *We acknowledge funding also from the Edmonton Community Foundation for this project.

Award Winners
Lisa Prins. Humanities 101 Coordinator - Faculty of Extension Lifelong Learner Award for Excellence in Graduate Studies
Paulina Retamales, Faculty of Physical Education + Recreation - Graduate Student Teaching Award
Carrie Smith-Prei, Faculty of Arts - Provost’s Award for Early Achievement of Excellence in Undergraduate Teaching
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<tr>
<td>AREC 173 The Plate, The Planet, + Society</td>
<td>CSL 300 Theory + Practice in Community Service-Learning</td>
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<td>CSL 100 An Introduction to Community Engagement</td>
<td>CSL 350 The Journeys Cultural Exchange Program</td>
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<td>CSL 350 Journeys Cultural Exchange Program</td>
<td>DRAMA 507 Project in Intergenerational Theatre</td>
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<td>EDP 360 Education + Society</td>
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<td>EDSE 501 Participatory Research</td>
<td>Advanced Professional Term (for Drama Majors)</td>
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<td>EDU F 235 Ecole et Societe: Les Enjeux de la Diversite</td>
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<td>ENGL 123 Literature in Global Perspective</td>
<td>ENGL 124 Literary Analysis</td>
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<td>FREN 298 Advanced French II</td>
<td>ENGL 220 Reading Politics: Gender + Sexuality</td>
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<td>FREN 480/580 Children’s Literature in French</td>
<td>FREN 298 Advanced French II</td>
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<td>GERM 353 Myths, Tales, + Legends</td>
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<td>HIST 470 Topics in Canadian Social + Cultural History</td>
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<td>LA ST 210 South America</td>
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<td>PEDS 205 Introduction to Outdoor Environmental Education</td>
<td>NS 430/550 Aboriginal Governance + Partnership Capstone</td>
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<td>PERLS 335 Volunteer Management in Recreation, Sport, + Physical Activity</td>
<td>PEDS 471 Active Living for Individuals with Developmental Disabilities</td>
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<td>PHIL 102 Knowledge + Reality</td>
<td>PHIL 366 Computers + Culture</td>
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<td>PSYCO 325 Applied Research in Developmental Psychology</td>
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<td>PSYCO 329 Adult Development + Aging</td>
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<td>SOC 100 Introduction to Sociology</td>
<td>SMO 438/637 Managing Public, Not-for-Profit Organizations</td>
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<td>SOC 343 Social Movements</td>
<td>SOC 518 Qualitative Methods in Social Research</td>
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<td>SOC 429 Sociology of Law</td>
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<td>SPAN 405 Exercises in Translation: Spanish into English</td>
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<td>SPAN 455 Literature, War, + Revolution in Spanish America</td>
<td>W ST 201 Introduction to Women’s Studies</td>
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<td>CSL 350/360 Oil + Community: Oil + Social Economy</td>
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<td>ENGL 108 Introduction to Language + Literature</td>
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<td>MUSIC 365 Popular Music of the World</td>
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<td>POL S 324 Topics in Canadian Politics: Research for the Community</td>
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ABC Headstart
Action Coalition on Human Trafficking
Adult Day Support Program
Alberta Caregivers Association
Alberta Council for Global Cooperation
Alberta Lung Association
Alberta Public Interest Research Group
Alberta Volleyball Association
amiskwaciy Academy
APPLE Schools (Sakaw School)
Arts on the Ave Edmonton Society
Aspen Foundation for Labour Education
Austin O’Brien High School
Belmead School
Bent Arrow Traditional Healing Society
Bessie Nichols School
Bishop Savaryn
Bissell Centre
Boyle McCauley Health Centre
Braemar School
Campus Food Bank
Campus Saint-Jean International Student Services
Canadian Council for Refugees Youth Network
Canadian Pediatric Sleep Network
CAPS: Your U of A Career Centre
Cash Mob Edmonton
Catholic Social Services
Centre for Autism Services Alberta
Centre for Ethnomusicology
Centre for Public Involvement
Chaka ne Mbira
Change for Children Association
Changing Together: A Centre for Immigrant Women
Child Adolescent + Family Mental Health
City Of Edmonton
CJSR Radio
Cloverbar School
Confederation of Treaty 6 First Nations
Coronation School
Council for the Advancement of Native Development Officers
Crestwood School
Cuba Edmonton Solidarity Committee

Delton School
Devonian Botanic Garden
Discover Governance
E4C
Ecole a la Decouverte
Ecole Alexandre Tache
Ecole Joseph-Moreau
Ecole La Mission
Ecole/Escuela Grandin School
Edmonton + Area Land Trust
Edmonton Immigrant Services Association
Edmonton Inuit Cultural Society
Edmonton Mennonite Centre for Newcomers
Edmonton Seniors Activity Centre
Edmonton Social Planning Council
Edmonton’s NextGen
Elizabeth Fry Society of Edmonton
Ellerslie Campus School
Feminists at the University of Alberta
Forest Heights School
Fruits of Sherbrooke
Garneau/University Early Learning Centre
Gender Based Violence Prevention
George Spady Society
German Language School Society of Edmonton
Global Cafe
Global Visions Film Festival
Good Samaritan Society
Government of Alberta
Grandview Heights School
Greater Edmonton Foundation
Green + Gold Community Garden
Growing Food Security in Alberta
Hardisty School
Hillview School
Holy Spirit Lutheran Church Community Garden
Homeward Trust
Hope Mission
HUB Career Centre
Humanities 101
iHuman Youth Society
Indra Congress (Ireland)
Inner City Children’s Program
Institute for Canadian Citizenship - Edmonton Committee
Institute for Sexual Minority Studies + Services
Institute for the Advancement of Aboriginal Women
Jasper Place High School
John Humphrey Centre for Peace + Human Rights
Knottwood Parents as Champions
L’UniTheatre
Lakedell School
Lamont Health Care Centre
LaPerle Elementary School
Laurier Heights School
The Learning Centre Literacy Association
Leo Nickerson Elementary
Lillian Osborne School Gay Straight Alliance
Loyal Edmonton Regiment
Lurana Shelter Society
McCauley Neighbourhood Empowerment Team
Metis Settlements Appeal Tribunal
Miyo Wahkotowin Education
Monsignor Fee Otterson School
Multicultural Women’s + Services Association
Music is a Weapon
The Mustard Seed
National Addictions Awareness Week
Nina Haggerty Centre for the Arts
Oliver Community League
Operation Friendship Seniors Society
Operation Fruit Rescue Edmonton
Patricia Heights School
Pembina Institute
Play Around the World
Pride Centre of Edmonton
Prince Charles School
Public Foundation for Art + Life
Public Interest Alberta
REACH Edmonton
Rideau Park School
Rio Terrace School
Royal Alberta Museum
Rutherford Library
Safewalk
Saint Thomas Community Health Centre
Scout.e.s. Francophones d’Edmonton
Seniors Association of Greater Edmonton
Sexual Assault Centre of Edmonton
Shepherd’s Care Foundation
Sinkunia Community Development Organization
SKILLS Society
Sombrilla International Development Society
St. Benedict School
St. James Elementary
St. Martha School
Sunrise Farms
Sustainable Food Edmonton
Sustainable Food Initiative
Thorncliffe Community School
Transgender, Transsexual, Intersex + Questioning Peer Support Group
Treaty 8 First Nations
Tribal Chief Ventures
Two Spirit Circle of Edmonton Society
United Way
University Infant Toddler Centre
U of A International Centre
U of A Office of the Provost
U of A Office of the Registrar
U of A Residence Services
U of A Students’ Union
U of A Office of Sustainability
Wicihitowin: Circle of Shared Responsibility + Stewardship
Winnifred Stewart Association
Workers Health Centre
YOU CAN Youth Services
Youth Empowerment + Support Services
Youth Restorative Action Project
YWCA Edmonton

Introduced in 2012, **Partners in Education (PIE)** acknowledges community partners’ valuable contribution to CSL by providing space as guest students in U of A courses.

I appreciated seeing the heartbeat of the university; watching young people participate and witnessing where their attitudes and ideas are. It’s a little gift from the University but a big gesture in building relationships with the community.

Shawna Hohendorff, Program Coordinator, Kindred House
PIE Student, Fall 2012
CSL is able to support creative community-engaged people and projects because of the generous support of our funders:

Sam Kolas, Chairman/CEO, Boardwalk REIT
The Calgary Foundation (Mother Teresa Endowment Fund)
Edmonton Community Foundation
Reinhard and Elisabeth Muhlenfeld Endowment

Thank you to our Advisory Board:

Mandie Abrams
Jeff Bisanz
Jim Bohun
Wendy Aujla
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Martin Garber-Conrad
Andrea Mondor
Joan Schiebelbein
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Leo Wong
Heather Zwicker

COMMUNITY SERVICE-LEARNING

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