Annual Report
Community Service-Learning Program
Faculty of Arts, University of Alberta

CSL at the University of Alberta—Our First Year
(April 2005-March 2006)

When occasion demands a shorthand explanation of community service-learning, it is the "short dash" between service and learning that we suggest may be the most important component of our name. While CSL can take a number of forms, at the U of A we have focused on a course-based model whereby community-engaged volunteer activities and projects are matched with courses across departments and programs in the Faculty of Arts. The goal is to mutually enhance *both* learning and service through their interaction. Students integrate knowledge and practice through critical thinking and reflection activities, supported by classroom instructors and community mentors as co-educators. In the process, their work contributes to the goals and needs of community organizations.

In its first year, the Community Service-Learning Program at the University of Alberta has been building an infrastructure aimed at these goals. Our successful launch in September 2005, called "Celebrating Campus and Community," was attended by nearly one hundred people. Newly inaugurated University of Alberta President Indira Samarasekera spoke at the event, enthusiastically supporting CSL as part of a larger emphasis on community and citizenship laid out in her "Dare to Discover" vision statement.

The CSL Program has been able to both develop and surpass the activities proposed for our first year. The core of the program—course-based CSL—is on solid ground. In partnership with some forty community organizations, we have provided support to thirteen courses in Arts and have developed and implemented tools and procedures for evaluation. The *Certificate in Community Service-Learning* will provide students a way to build a curricular program around their involvement in CSL courses; the *Non-Profit Board Student Internship* is a co-curricular complement to course-based CSL; and our *Grants* for instructors and community partners are into a second round of funding. We are also pleased to find great interest in our efforts to create a university-wide network around community-engaged learning. As indicated throughout this report, these projects and activities bring challenges and opportunities to learn.

All of this happens with the hard work of a stellar staff and dedicated Advisory Board. In May 2005, Lorraine Woollard began as full-time Administrative Director; she immediately set to work preparing our offices in CSL House and expertly managing our many endeavors. Via our umbrella partnership with the Edmonton Chamber of Voluntary Organizations, Beth McDonald came on board in fall 2005 as CSL Liaison, a half-time position demanding sharp networking skills with multiple community partners. And by January 2006 we had hired Jenn Miller—a business student with community experience—as half-time administrative assistant. She is largely responsible for the ongoing development of our Web site. The efforts and abilities of this group are evident in our accomplishments over the last year.

The CSL Program and its Advisory Board are grateful to The J. W. McConnell Family Foundation for its visionary support of CSL, not only here at the University of Alberta but across Canada. We look forward to another productive year.

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

Table of Contents

Community Partners
Fall 2005/Winter 2006

Alberta Public Interest Research Group
ALS Society of Alberta
Alzheimer Society
Bissell Centre
Capital Care Dickensfield
Catholic Social Services
Change for Children
Changing Together
CJSR Radio
Dickensfield Amity House
Edm Archdiocesan Council for Development and Peace
Edm Chamber of Voluntary Organizations (ECVO)
ECCCC: ArtStart, Women's Reintegration Chaplaincy
Edm Food Bank
Edm Mennonite Centre for Newcomers
Edm Multicultural Society
Edm Seniors Coordinating Council
Edm Small Press Association
Elizabeth Fry Society
Environmental Coordination Office of Students (ECOS)
Global Visions Film Festival
GEF: Housing for Seniors
Golden Valley Lutheran (Viking)
Habitat for Humanity
HIV Edmonton
iHuman
Institute for the Advancement of Aboriginal Women (IAAW)
Jewish Family Services
John Humphrey Centre for Peace and Human Rights
Millwoods Family Resource Centre
Millwoods Welcome Centre for Immigrants
National Black Coalition of Canada (NBCC)
Northern Alberta Alliance on Race Relations (NAARR)
Parkland Institute
Public Interest Alberta (PIA)
Pilgrim's Hospice
Sierra Club: Prairie Chapter
Student Distress Centre (U of A)
Tanzanian Community Association of Northern AB (TANA)
Two Spirit Circle of Edmonton
West Edmonton Seniors
Women Building Futures
Women's Centre Collective
Youth Emergency Shelter Society (YESS)

Enhancing Learning

For Students, Faculty and Partners

Community Service-Learning…

…brings unpredictable challenges

…foregrounds the ethical and the empathetic

… integrates the demands of the curriculum with the needs of an organization

…"socializes" and "worlds" the practices of consuming and producing knowledge

These are some of the ways CSL enhances learning, as a panel of our Arts instructors and students explained at the Canadian Summit for the Integration of Research, Teaching, and Learning in May 2006. Linguistics professor John Newman and student Kristina Geeraert demonstrated how community links established through CSL led to a collaborative honors thesis with a local immigrant organization. Anthropology professor Chris Fletcher showed a digital story created by a student for a CSL community partner that supports street youth through the creative arts. Writing professor Janice Williamson and Drama professor David Barnet (a CSL Teaching Innovation Grant recipient; see p. 5) spoke to the power of doing creative work *with* and *within* the community to enhance the practice of personally-engaged public scholarship.

The excitement among panel members was concentrated around the *mutual* learning—among students, instructors, and community partners—afforded by the integration of CSL into teaching. While easier to illustrate than to measure in the short term, this learning has been the core focus of the U of A CSL Program.

In the 2005-2006 academic year, we have fulfilled our goal of expanding, if not too quickly, the number and range of courses in Arts that integrate a CSL component. This has also meant creating new partnerships with some twenty-five community organizations.

CSL Liaison Beth McDonald notes that "the continued development of partnerships means that both students and instructors will have increased opportunities to develop their skills, experience, and research through the expanding CSL program." Student evaluations do in fact indicate that CSL has especially contributed to the development of their communication and critical thinking skills. Faculty members participating in CSL have pointed to the fruitful challenges it brings to their teaching skills, even as they seek more models for integrating and managing CSL.

The CSL Program has worked to support learning through course-based CSL in a number of ways:

- expanding and consistently updating our Web site
- shoring up our resource library, located in the "living room" of CSL House
- offering brown bag information sessions and pre-term orientation workshops for instructors and community partners
- improving our guidebooks for students, instructors, and community partners
- developing an ethics template for instructors who build research projects into CSL course requirements
- supporting graduate student and sessional instructors who take up CSL
- providing TA support for three CSL courses (two through the Innovation Grant, and one through regular program funding for CSL 300)
- covering the cost of police security checks for CSL students

CSL Courses 2005-2006

Fall 2005

HuCo 614*: Knowledge Management and Analysis

Soc 369*: Globalization

Soc 418: Qualitative Methods in Social Research

Soc 473*: Death and Dying

Write 398: Intermediate Creative Writing

EDPS 501: Adult Education

Winter 2006

Anthro 485/585*: Visual Anthropology

CSL 300: Theory and Practice of CSL

History 498: Kurdish Women

HuCo 530*: Project Design & Management

Pols 468*: International Organization

Soc 260*: Inequality & Stratification

Soc 453: The Urban Community

Swahili 112: Beginner's II

Write 398: Intermediate Creative Writing

* CSL Optional

End-of-Term Projects

As the winter 2006 academic term drew to a close, the CSL Program helped three CSL courses hold events to showcase projects students had produced in conjunction with community organizations. In all three cases, there was active participation by students, instructors, and CSL community partners, as well as other invited guests. These events were examples of the ways that CSL nurtures ongoing, socially contextualized learning.

Swahili students worked all semester with a Tanzanian organization to hold a well-attended cultural night.

Students of *Visual Anthropology* invited their community supervisors to an event showcasing the digital stories (combinations of visual images, text, and voice) they had produced for and with them.

And in *CSL 300: Theory and Practice of Community Service-Learning*, students gave panel presentations focusing on themes of discovery in the course, and fielded questions from community partners and CSL staff.

Building Community Capacity

CSL is first and foremost about the enhancement of learning and knowledge through service projects that meet the needs of community organizations. The relationship-building this requires depends on the University's partnership with the Edmonton Chamber of Voluntary Organizations (ECVO), where the CSL Liaison is employed.

In order to build trust and solid relationships with the community partners that will host students, the Liaison's primary focus has been to develop new community partnerships, as well as to strengthen existing ones. Liaison Beth McDonald has communicated individually with over 40 community supervisors through events and workshops, CSL student/supervisor meetings, e-mail and telephone. These regular interactions have helped to avoid and minimize problems related to CSL placements, but more importantly, they have given partners the opportunity to shape student projects (see below for how partner Coleen Lynch has embraced the chance to create useful projects for CSL students).

It is a good sign that following the Winter 2006 term, more than ten community supervisors were interested in renewing their partnership for our first Spring session CSL courses, even though the placements are only six weeks long. The ability to track and support community partners has been further improved by the development of a CSL partner database and a streamlined system for security clearances, an important consideration for many community organizations.

What do we mean by "Building Capacity?" CSL allows community organizations to use the skills and time of student volunteers to carry out both regular and special tasks that fill their needs. In the past year, CSL students have done everything from play cards with senior citizens to conduct a technology needs assessment, and their community supervisors say they have cherished the enthusiasm, talents, and fresh perspectives that these learner-volunteers bring.

But community partners have indicated in workshops and evaluations that they also embrace the broader, less immediate capacity-building potential of CSL: the chance to expose students to the issues and realities of the non-profit sector, to influence their learning process and commitment to community engagement, and to network with people at the University. In fact, they have asked for more help with mechanisms for monitoring, understanding, and contributing to what students are learning.

It is thus not surprising that community organizations have warmly welcomed the first co-curricular endeavor of our CSL Program: the *Non-Profit Board (NPB) Student Internship*. A collaboration of CSL, Career and Placement Services, the Alumni Association, and the provincial Board Development Program, the internship program has just admitted eight students for its pilot year. Beginning in September 2006, the students will serve on the boards of non-profit organizations under the mentorship of U of A alumni and the tutelage of a series of workshops on effective non-profit governance. In many ways, this program is emblematic of building capacity, defined in terms of an investment in long-term and in-depth knowledge and leadership.

"Students have a lot to learn from firsthand experience;
and our agency staff and clients benefit from new perspectives students bring." (Community partner)

Community Partner Grants and the Women's Reintegration Chaplaincy

The newly implemented CSL Community Partner Grant financially supports community organizations' creative development and mentorship of student volunteer projects. One of the inaugural grant recipients—a small volunteer-run arts organization—indicated that the grant also might help secure future funding by demonstrating their credibility to other funding agencies. Reverend Coleen Lynch of the Women's Reintegration Chaplaincy, an organization dedicated to social support for women coming out of prison, was the other grant recipient. A staunch advocate of CSL, Coleen has used funding to carry out a survey of attitudes in non-Christian faith traditions toward incarcerated women. Coleen began the project with a student in CSL 300 and will continue with CSL volunteers from a spring course. Getting a "wish list" project underway is half the reward, but just as important, says Coleen, is that experiential learning "Always takes you to places where you can be surprised, you can be engaged, you can be angry, but it's life transforming."

Reverend Coleen Lynch from the Women's Reintegration Chaplaincy (second from left) meets other community partners and instructors at the January 2006 Workshop.
Her story is featured in the article to the left.

The CSL Program aims to build long-term commitment to community engagement through a combination of new programs, collaborative partnerships, and curricular changes. Several key projects anchor this endeavor. The first of these is the *Certificate in Community Service-Learning*, which recognizes students across the university who have garnered significant experience in community-engaged learning; we are pleased that it has successfully passed the initial stages of institutional approval, and should be officially inaugurated in fall 2007. Second is the first offering of *CSL 300: Theory and Practice of Service-Learning* in winter 2006, a seminar that attracted ten students engaged in a diverse range of individual service-learning projects; as the course intended, seven of the students were continuing in community placements they had begun the semester before in discipline-based CSL courses. Third is the *Non-Profit Board Student Internship*, described on page 3.

The full effectiveness of these efforts remains to be seen; we look forward to beginning longitudinal follow-up research with CSL graduates in a couple of years. But there are signs that students are eager to better understand and become more engaged in community organizations and activities. A number of students have already inquired about how to prepare for the Certificate in Community Service-Learning, and the eight new Non-Profit Board interns say they cannot wait to start. There is evidence from our winter CSL courses that half of participating students were considering continuing on in their community placements, having felt that they had just hit the tip of the iceberg. We know of at least a dozen students who have indeed done so, and another several that have taken jobs in the sector.

It is also important to note that interest in being involved with community projects and issues comes with knowledge of them; instructors and students rate understanding of the community as an especially noteworthy outcome of CSL. Community partners tell us that such knowledge-building is a significant reason for their involvement; some have suggested that we provide a "primer" on the non-profit sector for all CSL students and instructors at the start of each semester, which we will begin offering in the coming year.

Building long-term community commitment among students can only be achieved in cooperation with related student programs and activities across the university. To this end, the CSL Program began to forge a cooperative relationship with the Alberta Public Interest Research Group (APIRG) and its newly minted "action research exchange" program; worked with the Arts Student Association to promote CSL at student events (its President and Vice President also served on our Advisory Board); and communicated with the Students' Union with regard to developing a volunteer mentoring and leadership program.

Rajeev's Story...

The CSL Program has found a convincing spokesman in Rajeev Maheswaran, an adventurous student from Sociology 483: Urban Communities. Thanks to instructor Mark Jackson's planning and encouragement, Rajeev spent his Reading Week reflecting on urban spaces through the eyes and ears of the rural community of Viking, Alberta.

Rajeev had a fairly grueling schedule with community mentor Alvin Sorenson, Pastor of Golden Valley Lutheran Centre. Together, they visited local farmers, business owners, Hutterite Elders, and a host of other community members. While Rajeev was discovering the threats Viking faces due to urbanization and globalization, Alvin had the chance to fortify connections in his community.

A number of happy circumstances paved the way for this extraordinary experience. Instructor Mark Jackson received funding for his unique approach to CSL from the Teaching Innovation Grant, which supported costs associated with the trip. Alvin Sorenson, who according to Rajeev has "the right attitude 110 percent," joined up as a result of his work with students in the Rural Development Exchange Program at the Augustana Faculty of the U of A.

As a result of his experience, Rajeev is determined to ensure more trips to rural communities occur through the CSL Program. After spending several days as the class storyteller, he even convinced some classmates to return to Viking with him. "It's on my top five or six things I've done in my life," says Rajeev—compelling words from someone who has also spent time in Sri Lanka doing community service. For Rajeev, life at home "just seemed blasé" upon his return. So it was extremely encouraging for him to find that he could make a difference only kilometers from his home in Edmonton; Rajeev has made a film about and for the Viking community, and plans to continue his volunteer work through a CSL course in the fall. Of the CSL experience, Rajeev says, "You can make it life-changing if you want to."

"CSL gave me new perspective. And I love that." (Student)

Media Coverage

Coverage of the U of A CSL Program in the media and various organizational publications is yet another way to raise its profile as a significant practice of the university. Here is a sampling of publications in which CSL people and activities were featured:

∗ The *Edmonton Journal* (two articles)

∗ CBC-Edmonton radio interview

∗ *ExpressNews, Work of Arts, Report to the Community* (University publications)

∗ Edmonton Community Foundation's *Annual Report*

∗ *CSL Bulletin* (published by the ECVO)

"CSL was a great experience that students indicated they enjoyed and learned a lot from—helped me, too, feel as though there was more to my teaching and that it had a transformative potential."

(Instructor)

The launch and development of the CSL Program coincides with a new vision for the University of Alberta that emphasizes *experiential learning, integrating research with teaching, enhancing community engagement,* and *interdisciplinarity.* As the President said in her address at the official launch of the CSL Program in September 2005,

> In this program, students draw on ivory tower values related to learning, research and discovery. They then travel to the community, where they grapple with real world issues. They learn about citizenship. They make the trip back and forth many times, each time building the connection, growing their knowledge, their critical thinking, their skills at leadership and problem solving, and their understanding of others. In the process they engage in meaningful interaction with people in our community, and help meet the objectives of community organizations.

The prominent place of CSL in the Faculty of Arts' submission to the University's five-year academic plan further indicates a growing long-term commitment. Several concrete initiatives of the CSL Program, described below, build on this synergy to gain footholds in the university's institutional practices and to raise the profile of CSL.

Teaching Innovation Grant

Launched in December 2005, the Innovation Grant supports the development, dissemination, and sustainability of creative pedagogical models and approaches to CSL. Adjudicated twice a year by a subcommittee of our Advisory Board, the grant provides up to $6,000 to instructors (importantly, not just tenure-track but also sessional instructors) who are integrating CSL into a course. In our first round of funding we were able to support courses in Swahili, international organization, intergenerational theatre, and urban communities (see Rajeev's story on p. 4). The grant encourages innovative course development and helps to forge meaningful links between classroom and community; but it is also important that it helps to validate CSL pedagogy and to bring recognition of CSL to the attention of academic review committees.

Deeper Community Collaboration through Stronger Intra-University Ties

The CSL Program is housed in the Faculty of Arts, but is committed to gradual expansion through a two-pronged process. First, we are building the infrastructure for supporting the development of CSL courses in other faculties and programs. Informal ties to the Faculty of Education are leading to more formal collaboration in the coming academic year, whereby our program will support up to four courses in Education; we have also been invited to begin discussions about formalizing CSL links with three other faculties. These endeavors are shored up by the availability of the Certificate in Community Service-Learning and Non-Profit Board Internship to all university students.

Beyond disseminating the CSL model per se, we have also responded to a need for better and more coordinated collaboration among a large number of experiential learning programs at the U of A. Thanks to the coordinating role of graduate assistant Teresa Roeske, in March we were able to host the Community-Engaged Learning Round Table. More than thirty students, faculty and other University of Alberta staff from fourteen different faculties and colleges, representing twenty-four departments and programs, discussed ways of coordinating our efforts to enhance community-engaged learning. The group identified three broad potential benefits of a campus-wide experiential education network: a more coherent set of benefits to the community, a vehicle for sharing ideas and approaches, and structural support within the university culture. We are now in the process of forming an inter-faculty working group to carry forward suggestions that came out of the round table discussion; the development of a web-based clearinghouse of information for both university and community is a first priority.

The CSL Program is further developing a leadership role through active participation in on-campus educational opportunities. The Director and Administrative Director of the CSL Program, as well as the Director of the ECVO, presented at three different experiential learning workshops in spring 2006.

Evaluating CSL

In the 2005-2006 academic year, we were able to establish pertinent baseline information about the CSL Program, and to learn where we might focus our ongoing assessments. Our program evaluation, spearheaded by graduate assistant Kathleen Binnie, supported by professor emeritus Charles Beck, and guided by U of A evaluation expert Stanley Varnhagen, involved several key components:

- pre-term and post-term surveys distributed to instructors, community partners, and students (in courses in which CSL was an optional component, surveys were distributed to both participating and non-participating students)
- small focus groups with community partners and students
- informal mid-term and post-term discussions with instructors

We note here several key findings. First, in spite of the continuing challenges of time commitments and communication across multiple parties, the overall impression of CSL is quite positive. In both quantitative and qualitative responses there emerged a clear sense that participants wanted more of the good things they were experiencing; they indicated a desire for more relationship-building, more practical procedural support, and more information about ways to link community projects to the development of learning. Secondly, all parties—community partners, instructors, and students—reported that encouraging students' understanding of and participation in the community was an especially notable outcome of CSL. Finally, in courses in which CSL was an optional component, we found interesting differences between students who chose to participate in CSL and those who did not: the former tend to be female, slightly older, and working more hours.

TIME: What We Have Learned

Students, instructors, and community partners have reported that CSL seems to take extra time, and the semester goes too fast to build the knowledge and meaningful relationships they would like. But they also say that the time spent is quite rewarding. According to our evaluation surveys...

For students, CSL can infuse a new sense of purpose to where and how they devote their time as learners.

For partners, CSL can save time for their organizations, and is an investment in future times.

For instructors, CSL can enhance the quality of learning activities and of time in the classroom.

For the CSL staff, managing the program to respond to these time constraints demands organization, ongoing communication, structured activities and procedures, and preparation.

"CSL helps us to meet some of the key items we need to do, but that we never seem to have time to do!" (Community partner)

"CSL really gave me the experience to interact with material in a different way. That being said I would discourage students from this experience if they don't want to put a regular effort in." (Student)

Student CSL Participant Profile

We had **164 students** participate in CSL this academic year.
Of those, 146 filled out surveys; another 27 surveys were completed by non-participants in courses where CSL was optional. Here are some results:
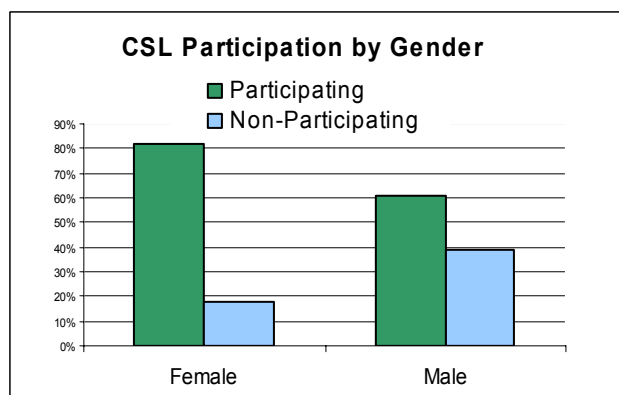
70% of the students who participated in CSL *were working up to 25 hours/week*

Impressions of CSL

9 of the 14 participating instructors and 20 of the 42 participating partners responded to our post-term survey. Here's what they, and the students, thought:
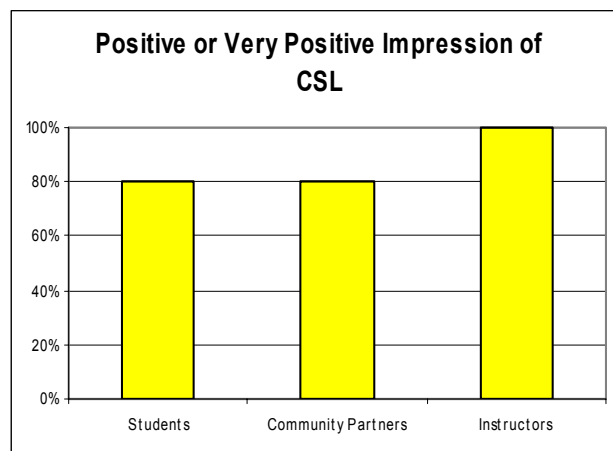
There was a strong statistical relationship between students' reported overall impression of CSL and their overall rating of their community organization. One student elaborated this way: "I found the community organization very open to creating a project that could be both for the class and for use in the community organization. The group was very receptive and enthusiastic and overall I had a great experience in the CSL placement." More moderate correlations were found between overall impression of CSL and other factors, such as how much students felt they learned in the course, and the degree to which they felt able to integrate the service-learning component into the course.

Key Lessons Learned

Resource and Knowledge Development

- Instructors and students want and need more models and re-sources—especially those geared toward specific content area—for successfully integrating CSL into a course.
- Community partners want to be better mentors and co-educators, which means training workshops, more structured relations to students, and better information about CSL courses.
- CSL would be more meaningful for students if they and their instructors had a more pointed introduction to the non-profit sector.
- To carry out these forms of support, our staff will need more opportunities to develop and identify sources of expert knowl-edge, e.g., time to do literature reviews and chances to attend professional development conferences.
- The knowledge of experienced community partners, instructors, and students could and should be mobilized through peer men-toring; such "pools" of people can also serve as a core CSL community.

The CSL Program as Resource to the University

- A good number of faculties and programs at the university are eager to learn about and integrate models of CSL, especially as it can be a way of giving credit to community-engaged learning.
- We can and should draw on our momentum in the current climate to facilitate knowledge sharing of experiential learning across related programs at the university, and to develop co-curricular opportunities that are inter-faculty and interdisci-plinary.

Time and Flexibility

- The semester is short. As we develop course-based CSL, it is important to develop community relationships and projects that lend themselves to continuity (e.g., ongoing community service and research activities into which new students come each term).
- It is also crucial that we continue to seek and encourage crea-tive pedagogical practices that enhance the benefits of CSL to both students and community partners, even within short time periods (e.g., team projects).
- Given the extra time and expertise required of instructors, con-tinuing to find ways to make their CSL innovations "count" in annual reviews is important.

> *"It was a great learning experience for us. We learned how to manage volunteers more effectively and how to engage with them better. Despite the challenges with this first experience, I believe that the program has A LOT to offer our organization."*
> (Community Partner)

Supporting the Development of Service-Learning in Canada

- Our program hosted the Canadian Association for Community Service-Learning (CACSL) regional workshop in May 2005.
- The Executive Director of the ECVO is the Vice President of CACSL.
- The Director of the CSL Program serves on the CACSL Research Working Group.
- The Administrative Director attended and presented at the CACSL National Working Symposium in November 2005.
- The CSL Liaison attended the Canadian Community Economic Development conference in Vancouver in February 2006.
- The Director of the CSL Program was the only Canadian repre-sentative at a symposium on "cultural praxis" at the American Cultural Studies Association conference in April 2006.
- A panel of CSL instructors presented at the Canadian Summit on the Integration of Research, Teaching, and Learning in early May 2006.
- Members of our staff consulted with CSL practitioners at the University of Calgary and York University, visited the University of British Columbia program, and provided information to a number of other institutions. In addition, we have shared with UBC our approach to developing a community-engaged learn-ing network across the university.

Participants from the Community-Engaged Learning Round Table discussion

Advisory Board 2005—2006

Ariana Barer (student)	Chelli Kelly (student)
Jeff Bisanz (professor)	*Harvey Krahn (professor)
Gurston Dacks (U of A admin)	*Val Mayes (community)
Sara Daniels (Senate)	Joan Schiebelbein (U of A admin)
Nicola Fairbrother (community)	Jan Selman (professor)
Martin Garber-Conrad (community)	*CO-CHAIR

Looking Ahead to 2006-2007

In 2006-2007, we will be expanding and improving the operations of the CSL Program in a number of targeted ways that complement our core commitment to course-based CSL in the Faculty of Arts. Successfully carrying out these plans will require additional staffing. We anticipate that a new funding opportunity will most likely allow the ECVO to expand the CSL Liaison to a full-time position beginning in August 2006. Given that the existing external funding for this position is due to expire in December 2006, we will be seeking ways to maintain the Liaison as a full-time position. In addition, we will hire a half-time Inter-Faculty Liaison to oversee our plans to extend CSL beyond the Faculty of Arts and to support related experiential learning programs across the university.

Programming in the coming year will be funded by Year 2 funding from The J. W. McConnell Family Foundation (including carryover from Year 1), matching Year 2 funding from the University, and external funding to our key community partner, the ECVO. The Inter-Faculty Liaison position will be cost-shared between The McConnell Foundation and new funding from the Faculty of Arts. Our total projected budget for 2006-2007 is $283,000, of which $155,000 will come from McConnell funding. This may be compared to 2005-2006, when our total expenditures were approximately $160,000, of which $65,000 were funds from The McConnell Foundation.

Source of Funding	2005-2006 (Actual)	2006-2007 (Projected)
The J. W. McConnell Family Foundation	$ 65,000	$155,000
University of Alberta	$ 70,000	$ 93,000
Edmonton Community Foundation (grant to the ECVO)	$ 25,000	$ 18,000
New funds to ECVO (anticipated)		$ 17,000
TOTAL	$160,000	$283,000

Key Areas of Emphasis for the Coming Year

Resource and Knowledge Development

- Plan and carry out a one-day mini-conference and a series of thematic workshops that bring together instructors, community partners, and students. Seek an outside expert/consultant to help lead and facilitate the mini-conference and give talks on campus.

- Develop a "primer" on the non-profit sector for all CSL participants.

- Revise evaluation and assessment procedures based on first year findings.

- Continue to acquire good resources for our physical and virtual library of CSL resources, syllabi, and models. Purchase a computer station for the library in CSL House for use by both staff and CSL participants that drop in.

- Identify opportunities for staff development, e.g, conferences and courses.

University-Wide Networking

- Develop the Inter-Faculty Working Group, an idea generated at the Round Table in March 2006.

- Develop a Web site that serves as a clearinghouse and resource sharing site for community-engaged experiential learning activities across the university.

- Collaborate with other Faculties to develop ways of "rolling out" CSL to their courses and programs, beginning with a pilot relationship with Education.

- Develop protocols and procedures for provision of the Certificate in Community Service-Learning to students across the university, beginning in September 2007.

- Work with administrators to formally recognize CSL in annual reviews of faculty.

Co-Curricular Opportunities

- Develop an Immersion program, perhaps in conjunction with our new partnership in the rural community of Viking, and including students from International House.

- Evaluate the Non-Profit Board Internship Program in order to successfully expand the program in 2007-2008.

- Explore expansion of our grant program to cover the development of co-curricular service-learning activities.

Community Service-Learning Program
Faculty of Arts
11039 Saskatchewan Drive
Edmonton, Alberta
Canada T6G 2B4

Community Service-Learning Staff, University of Alberta
www.uofaweb.ualberta.ca/arts/CSLhome.cfm

Dr. Sara Dorow	Lorraine Woollard	Beth McDonald	Jenn Miller
Director	Admin Director	CSL Liaison	Admin Assistant
780-492-4301	780-492-2420	780-554-4776	780-492-2420
sdorow@ualberta.ca	lmw@ualberta.ca	ecvo.csl@interbaun.com	millerjm@ualberta.ca