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

Letter from the Director
CSL April 2007 – March 2008

As the CSL Program enters its fourth official year, I am struck by what a many-faceted and occasionally awkward creature community service-learning is, as it strives to integrate community projects with academic practice.

CSL grows in spurts as various opportunities present themselves. In the past year our core program of course-based CSL leapt to 25 courses and some 75 community partners. Other endeavors deepened and settled, based on our experiences of the previous year. The Non-Profit Board Student Internship, for example, instituted new mentoring and project guidelines, and drew much interest from CSL colleagues in both Canada and the U.S. Still other activities were new to our expanding profile. We worked with community organizations and graduate student instructors to revive Humanities 101 courses; with student leaders championing CSL as part of their undergraduate and graduate education; and with academic departments poised to include CSL in their long-term planning. Developing this range of activities has made us conscious that "bigger" must be balanced with "better."

CSL exists across institutions that change slowly and/or face growing demands, and so we have attempted to make CSL more accessible. For example, community partners can attend a workshop on creating effective CSL opportunities; students have the chance to apply their experiential learning toward the Certificate in CSL; and instructors exchange tips and resources for integrating CSL into their teaching. These are important but modest steps in the gradual and long-term process of building CSL into the structures and cultures of both university and community.

CSL becomes stronger and more sustainable through diverse allies. The Network for Community-Engaged Learning brings together people from all kinds of university-community partnerships that might otherwise exist in separate silos; N-CEL allows us to scale up by connecting up.

CSL can be deeply grasped or easily misunderstood. How do we best communicate its pedagogical value? Co-instructing our second annual spring immersion course reminds me all over again of how rigorously and inextricably CSL binds intellect and experience, and in ways that are difficult to fully anticipate and express. We strive to better educate CSL participants about this process, drawing on the expertise of our 'veteran' community mentors, instructors, and students; this past year we collectively presented papers and workshops on CSL pedagogy at department, organization, university, city, national, and international venues.

Much of what we have enacted and learned in the past year can be found inside this Annual Report, including key outcomes of our winter 2008 program review. One thing we articulated through this process is that student learning is at the heart of CSL success for all participants. This is because our goals for students necessarily depend on benefits received and perceived by their co-educators, namely, community partners and instructors.

As always, the staff and I are grateful for the support of The J. W. McConnell Family Foundation, the CSL Advisory Board, and our umbrella partner, the Edmonton Chamber of Voluntary Organizations. The CSL Program is also quite fortunate that Dr. Lise Gotell has agreed to serve as Acting Director during my sabbatical year of 2008-09. She will work closely with staff to continue to develop the rich complexity of CSL.

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

Table of Contents

Enhancing Learning
For Students, Faculty, and Partners

Training & Support for CSL Participants

Syllabus Workshop
Twice each year, each instructor brings a working syllabus to the table and together, we discuss the challenges of fitting a service-learning component with other course components. The group brainstorms effective learning strategies and assignments, then shares techniques for assessing student learning. The participants leave with a re-worked syllabus, a better understanding of CSL as an innovative pedagogy, and most importantly, a renewed sense of collegiality.

Mentoring Mentors Workshops
Attended by both experienced mentors and new partners, these workshops provide an opportunity for partners to share expertise and concrete tools for guiding CSL students through volunteer and reflection activities. The spring 2008 workshop was targeted at newer community partners, who delved into a hands-on exercise aimed at fostering CSL projects that could extend over several terms or years, and that might suit a variety of different courses.

Student Schmooze
This orientation to the non-profit/voluntary sector is aimed at alerting CSL students to key issues relevant to engaging with the community. Our first attempt in fall 2007 encountered low student attendance. Based on advice solicited from students, instructors, and mentors, we hope to launch a revised student workshop in fall 2008.

2008 Spring Immersion students in Fort McMurray

CSL Courses 2007-2008

Fall 2007
Drama 470/507 Intergenerational Theatre
Engl 377 Canadian Lit and Culture
Phil 375 Science and Society
Russ 211 Second Year Russian I
Soc 369 Sociology of Globalization
Span 212 Intermediate Spanish II
Span 300 Advanced Spanish
WST 201 Intro to Women's Studies
WST 202 Current Issues in WST
WST 431 Feminism & Sexual Assault

Winter 2008

CSL 300 Theory & Practice of CSL
EDPS 501 Comm. Practice of Adult Ed.

Winter 2008 continued
EDPS 585 Needs Assess & Prog. Eval
FREN 297 Advanced French I
FREN 298 Advanced French II
HUCO 530 Project Design & Management
INT D 325 Introduction to Writing Centre Practice
MLCS 210 Language(s) of Culture
MLCS 472/572 Language Use & Cross-Cultural Relations
SOC 321 Youth, Crime & Society
SOC 461 Sociology of Art
SPAN 212 Intermediate Spanish I
SPAN 300 Advanced Spanish
SWAH 212 Intermediate Swahili II
WST 201 Intro to Women's Studies

Immersion Program

Building on the successes and challenges of the 2007 Spring Immersion course, the CSL Program is offering the second annual immersion program in May and June 2008. Through course work and community-based projects, the 'Oil and Community: Struggles over Labour and Learning' course explores the effects of the energy industry on training and work in Fort McMurray, AB.

Course topics include the global labour market and migrant labour, education and training for youth, and work experiences of Aboriginal communities, with attention to the implications for community sustainability. The purpose of the immersion program is to increase students' understanding of economic, social, political, and ecological issues in work and education, especially in the context of contemporary Alberta's oil based economy.

The immersion model adds to in-class readings and discussion a unique dimension of intensive community engagement. During one week of the course, student teams are working on research and service projects at seven different community sites in Fort McMurray, exploring the impact of social partnerships on labour and learning.

This 6-credit interdisciplinary course includes both undergraduate and graduate students from several faculties. The course is co-instructed by Dr. Sara Dorow (Sociology) and Dr. Alison Taylor (Educational Policy Studies), and supported by teaching assistant Zane Hamm (Adult Education).

Community Service-Learning is working in partnership with the Parkland Institute and the Work and Learning Network to sponsor and host a Speakers Series in conjunction with the course. Open to the public, the series offers an innovative forum for students and community members to learn from local specialists.

Building Community Capacity

CSL and Women's Studies

The U of A's Women's Studies Program is establishing itself as a leader in service-learning. Not only will Women's Studies Professor Lise Gotell become Acting Director for the CSL Program, the Women's Studies Program has also run four CSL courses in this past year, and has committed to three courses in Fall 2008.

Volunteer Focus: Alaina Thursby

Volunteer service was nothing new for Alaina Thursby when she discovered that CSL was a requirement in both of her Fall 2008 Women's Studies courses. Still, she got a lot more than she bargained for when she began her placement at the Sexual Assault Centre of Edmonton (SACE). And Alaina will be the first to admit that she was on the winning side of that bargain.

Despite the fact that it would take place in March – well after her course obligation to SACE ended – Alaina agreed to join the planning committee for the annual *Take Back the Night* event. She then accepted the role of Coordinator, launching herself into a new level of awareness about non-profits, social organizing, planning without a budget, and volunteer coordination.

In January, Alaina found herself by chance in another CSL class. Still coordinating *Take Back the Night* (and working), Alaina became the unofficial CSL "expert," answering the questions of both her classmates and the staff at the Youth Emergency Shelter Society where she volunteered. Job

Alaina & SACE Volunteer Coordinator Erin Martin at *Take Back the Night.*

skills and resumes aside, Alaina is grateful to have had "a way for me to actually do something... You learn so much about what is wrong...it was a way that I could put energy towards doing something positive."

CSL and the ECVO

Russ Dahms has been fully installed as Executive Director of the Edmonton Chamber of Voluntary Organizations, CSL's umbrella partner, since August 2007. Russ continues the work of former ED Val Mayes to develop the ECVO's relationship with relevant policy makers, most recently resulting in the announcement of the Alberta government's *A Workforce Strategy for Alberta's Non-profit and Voluntary Sector*.

Partner Focus:
The Alberta Council of Women's Shelters

Patti McClocklin of the Alberta Council of Women's Shelters (ACWS) has great respect for frontline employees of women's shelters, who maintain passion and dedication despite discouraging issues, stretched resources, and often low wages. Perhaps not surprisingly, McClocklin sees some of this same desire to effect change in the Community Service-Learning students from the Women's Studies program that she mentored this year.

The ACWS, which exists "to support women's shelters and their partners through education, research and services for the benefit of abused women and their children," learned about this past fall's Women's Studies CSL classes just as it began organizing the first World Conference for Women's Shelters. As an organization of just five staff members, finding a group of energetic volunteers with an existing concern in women's issues was extremely fortunate. Producing baseline data of shelters worldwide is a desired outcome of this conference, so ACWS had CSL volunteers wade into the vast sea of the Internet, catching as many relevant contacts as possible. So far they have contacted 500 shelters, over 1000 individuals in over 40 countries, and had more than 300 abstracts submitted for presentations at the conference. To McClocklin, these numbers are "Phenomenal... [It] just shows what great work the students did. Without them, we wouldn't have been able to get the word out that far and we wouldn't have been able to collect all the data."

McClocklin and her colleague Elizabeth Mallard, having now mentored 10 CSL students, have observed challenges as well as benefits to mentoring, notably, "that you do need to take time away from your work to make sure that they're trained properly...so that the work they do really is of benefit. It can't just be a make-work project." Still, she feels that for the most part, "The time that we spend with them is well worth the benefits we get out of it as an organization."

Elizabeth Mallard shows off the ACWS map indicating all the shelter contacts they have made so far, with the help of CSL students.

McClocklin's students report that the time is mutually beneficial, satisfied that they made a difference. As McClocklin put it: "They dialogued and they spurred people to action. And that is a huge thing, to encourage someone to take action."

... among Students

Non-Profit Board Internship

Our Non-Profit Board (NPB) Internship program had a very successful second year. With 12 students, twice as many as last year, this growing program continues to teach students how non-profit boards function and how they can get involved at the board level. The range of student interests, and therefore board placements and projects, varied widely, demonstrating the numerous places and forms in which community involvement can take place. The program continues to be popular both with students and boards; we had many qualified applicants for the 2008-09 program and have offered positions to 15 students.
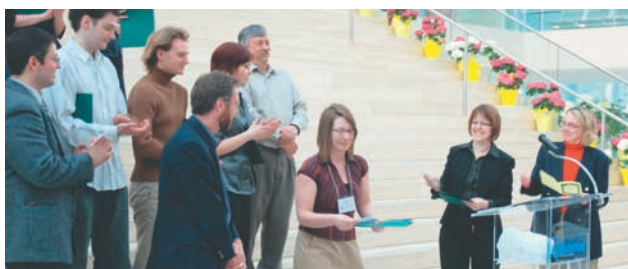
The NPB Internship Graduation Ceremony was held at City Hall in April (above photo), symbolizing a link to the community and the larger public aims of the program. Students set up displays showcasing their projects; addressing the 'sold out' crowd were representatives of the community and the university: Gurston Dacks, Acting Dean of Arts; MLA Rachel Notley; and former city councillor and current Community Advisor, External Relations (U of A), Michael Phair. Phair noted the program was an exciting way for students to "Dare to Discover" their city and how the non-profit sector, a major deliverer of services, works within it.

The final speakers at the ceremony were a mentor-student pair from last year's NPB Internship, Larry Booi of Public Interest Alberta and Logan Bayne. Booi praised the program as an excellent example of putting

ideas, resources, and action together. The small investment made by the university and the boards has huge payoffs, Booi stated, in encouraging and supporting students as they build community and participate in civil society. Booi also discussed the way the program allows students to make connections—Bayne divides his time between working at PIA (which hired him part time after his internship) and acting as Executive Assistant to city councilor Amerjeet Sohi, whom Bayne met through his internship. Bayne agreed that the practical benefits of the program are significant, then went deeper and shared the questions his experiences had made him confront and explore. What does it mean to be a citizen? To be engaged? To live a public life? He spoke of internalizing these ideas and consciously identifying as a public and political actor. Such a life, Bayne said, can be hard and ugly, but also very exciting. The NPB Internship celebrates the part that is exciting by showing students they can make a difference through community engagement. Indeed, they already have.

Non-Profit Board Hosts

Ainembabazi Children's Project	Mile Zero Dance
Alberta Labour History Institute	Public Interest Alberta
Bissell Centre	SKILLS Society
Change for Children Association	Alberta Workers' Health Centre
Changing Together	
Edmonton Chamber of Voluntary Organizations	
Edmonton City Centre Church Corporation (E4C)	
John Humphrey Centre for Peace & Human Rights	

Learning Beyond the Classroom:
One Student's Perspective
By Laura Collison

As Program Assistant at CSL, I am thrilled to be able to contribute to the promotion of community engagement at the U of A. My own experience has shown me how much service-learning can affect a student. I had the opportunity to participate in the 2007 Spring Immersion class, 'Oil and Community: The Art and Science of Sustainability', a class that appealed to me because of my interest in the social effects of the Boom. It was incredible. The interdisciplinary nature of the class meant there were many different viewpoints and areas of expertise in class discussions; I learned a great deal from my classmates. The time spent in Fort McMurray taught us in ways staying on campus never could. Working with community organizations—including immigrant and settlement services, a youth organization, and a soup kitchen—opened our eyes to the struggles frontline workers face every day. The people we met and talked to brought a personal element to the issues we discussed in class, and made it real. Going to the tar sands and seeing (and smelling) what happens there has deeply affected me. I had been considering giving up my car when I moved to the city and the class certainly made my decision much easier. Memories of the barren earth and the tailings 'ponds' help me to be patient when it's -30 and I'm waiting for transit.

The Network for Community-Engaged Learning (N-CEL)

N-CEL is a network of people with direct involvement or interest in learning and research programs that rely on community-university partnerships. The goal of N-CEL is to support, promote, and sustain community-engaged education programs affiliated with the University of Alberta.

In the past year, N-CEL has hosted two workshops as a follow up to the March 2007 N-CEL symposium that explored the values, goals, and challenges of community-engaged learning. The first of these workshops, held in February 2008, explored the question, 'What do partnerships look like? Connecting University and Community.' The workshop was facilitated by Todd Barr, Executive Director of the Trent Centre for Community-Based Education and Chair of the Steering Committee for the Canadian Alliance for Community Service-Learning. Participants had the opportunity to creatively address key facets of successful university-community partnerships in learning (internships, service-learning, co-op programs).

The second workshop, 'Starting and Maintaining Effective University-Community Partnerships', was held in April. It kicked off with a moderated panel discussion of university and community representatives, facilitated by Randy Wimmer from the Department of Educational Policy Studies. The panel explored issues of communication, trust, and meeting needs and goals. Workshop participants then worked in small groups to expand on two themes: the impact of differences in organizational culture of partners, and the challenges and opportunities associated with building a trusting relationship.

Each workshop attracted more than fifty people from numerous faculties and disciplines at the University of Alberta, and from a growing number of community partners. The N-CEL Steering Committee has begun developing workshop topics for 2008-09 that build on the key themes identified in this past year.

Canada's first Postdoctoral Fellow in CSL

Dr. Joanne Muzak

I am very pleased to be able to claim the distinction of being Canada's first Postdoctoral Fellow in Community Service-Learning. When I first heard of the CSL Program in its inaugural year, 2005, I had a sense that I'd come home. At the time, I had the feeling that my PhD research on women's published narratives of drug addiction, which I undertook in the Department of English and Film Studies here at the U of A, could have more "real world" applicability. I also believed that as an English Literature instructor, I could be instilling my students with a stronger sense of themselves as social actors.

CSL has addressed both of these matters. My current research extends my doctoral work on autobiographical practices by examining the roles of personal narratives and life stories in CSL experiences. In their placements, CSL students are often privy to intimate details of people's lives. I'm interested in how students collect and process the biographical details of the often marginalized and vulnerable people with whom they work. How do others' life stories help them make sense of their own places and responsibilities in the world?

I've had the privilege of teaching two CSL courses this year: Introduction to Women's Studies (WST201) in the fall and The Theory and Practice of CSL (CSL300) in the winter. Over half of the students in the Women's Studies class opted to work with non-profit organizations that specialize in serving women. CSL enabled these students to witness the ways in which gender roles impact the life choices available to women of different races and classes. The Theory and Practice of CSL brought together a smaller group of students with a rich background of voluntarism. This activist-minded group grappled with issues from power dynamics in service-learning relationships to Edmonton's homelessness problem. It was an honour to facilitate this class. I look forward to teaching CSL300 again next winter.

Finally, the CSL Postdoctoral Fellowship has also granted me opportunities to be more involved with Edmonton's community organizations. As co-coordinator of the newly resurrected Humanities 101 program, a community-based outreach program that provides accessible education courses to disenfranchised adults, I'm helping to build connections between the university and community organizations.

I look forward to continuing to learn about CSL and the Edmonton community throughout my tenure as a Postdoctoral Fellow.

In the 2007-08 academic year, our program evaluation was spearheaded by graduate assistant Ruth Wolfe. CSL staff and professor emeritus and volunteer Charles Beck provided support. The findings reported here are based on preliminary analyses of end-of-term surveys of instructors, CSL and non-CSL students, and community partners involved in fall and winter CSL courses. The full 2007-08 Evaluation Report will be available on the CSL website in summer 2008.

Participants at-a-glance

- 15 instructors in 10 departments integrated CSL as a component in 25 courses; CSL was required in 7 of the courses.

- 298 students opted to participate in CSL, representing 60% of students registered in the 25 courses (and 52% of those in courses where CSL was optional).

- 227 CSL students, 155 non-CSL students, 23 instructors, and 38 community partners completed surveys.

Indicators of satisfaction with CSL

A majority of survey respondents agreed they had **positive impressions** of CSL and **would recommend** a CSL course to their peers (Figure 1). Notably, the proportion varied considerably across participants.

Figure 1. Overall satisfaction with CSL
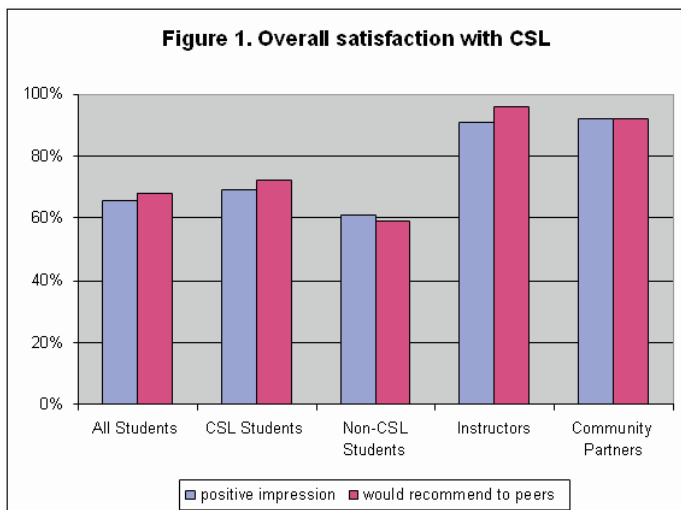
Students' overall satisfaction with CSL is likely shaped by a variety of factors, including their understanding of the purpose of CSL and its perceived relevance to the course; and their experience with the placement setting and its fit with the course. 70% of CSL students agreed that they had had **positive experiences** with the community organizations with which they carried out

their projects, while 71% agreed that the project was **a good fit** for the course or their learning. These proportions closely match the proportions of CSL students who reported positive impressions and who would recommend CSL to their peers.

Impacts of CSL

A key goal of CSL is to foster **mutually beneficial partnerships** between the university and community organizations. Larger proportions of participants perceived course assignments to help students with connecting course material to community experiences than perceived community experiences to help with understanding course material (Figure 2).

Figure 2. Participants who agreed on reciprocal benefits of CSL to students
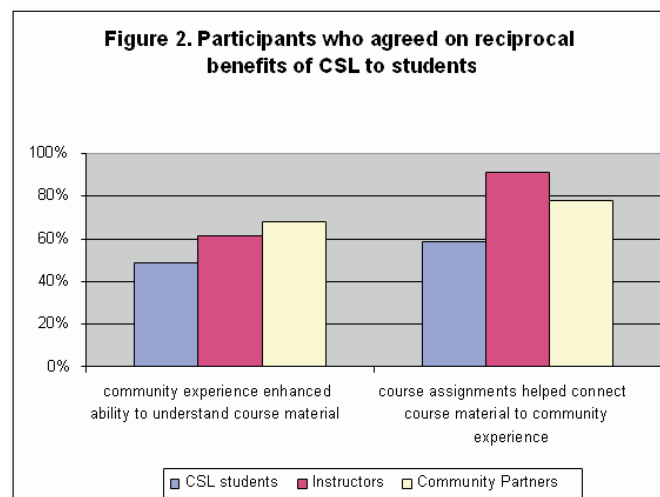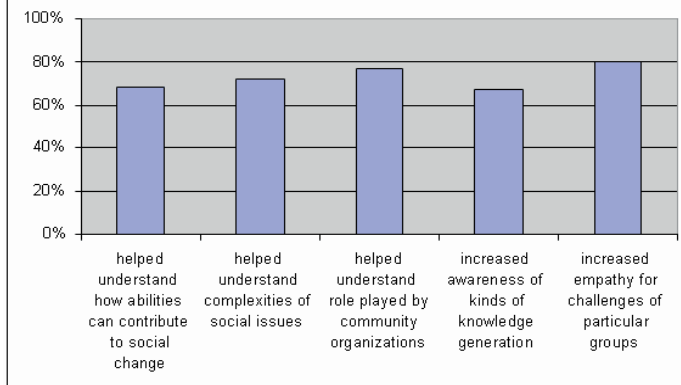
Beyond fostering mutually beneficial partnerships, CSL programs hope to foster increased awareness of community contexts and complexities, while encouraging sustainable community engagement. Figure 3 summarizes findings related to these **learning outcomes**. For example, more than ¾ of CSL students agreed that CSL contributed to their understanding of the role played by community organizations and increased their empathy for the challenges of particular groups. Such outcomes may be precursors to critical thinking about one's place, and possible roles, in the community.

Overall, preliminary findings generated a number of important future research questions: What learning outcomes are reasonable to expect of curriculum-based short-term engagements in the community? Are disparate experiences of CSL related to the ages and stages of students? How does cumulative experience with CSL courses shape perceptions? Do different kinds of courses and learning goals affect impressions of CSL?
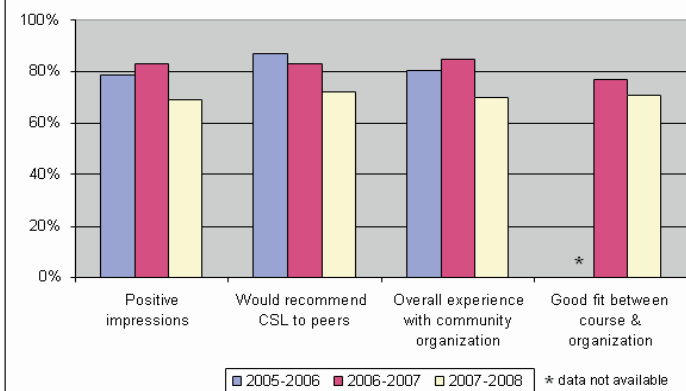
Figure 3. Students who agreed CSL valuable to particular learning outcomes


Spotlight on growth

Our program has seen **marked growth** between 2005-06 and 2007-08 in the number of courses with a CSL component (from 13 to 25), and in the number of CSL instructors (from 12 to 23), of whom 10 taught CSL for the first time. Some growth can be attributed to increases in the numbers of language and Women's Studies courses that integrated CSL this year.

As a result of the increased number of CSL courses, the number of students registered in courses with a CSL component, and the number of students participating in CSL, also increased. (Figure 4).

Figure 4. Growth in exposure to & participation in CSL 2005-2006 to 2007-2008
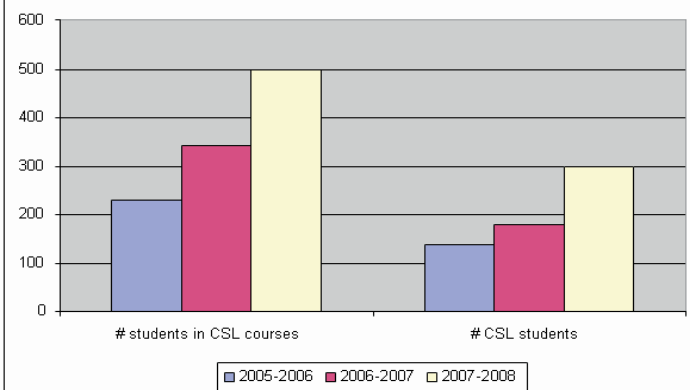
Analyzing the trend over 3 years shows that alongside growth in the program, students' **satisfaction with CSL courses appears to have dropped** across several indicators (Figure 5). We cannot draw any causal connections at this point, but are committed to delving

further into what some of the new challenges might be through deeper analysis of previous years' data as well as more focused inquiry in the coming year.

Figure 5. CSL students' overall experience with CSL by academic year

Disseminating Knowledge about CSL in 2007-2008

- May 2007: Lorraine Woollard, Sara Dorow, and Karsten Mündel presented two papers at the 76th Congress in Saskatoon.

- June 2007: Ruth Wolfe and Lorraine Woollard delivered a paper at the 27th STLHE Conference in Edmonton (*Working at the Hyphen: Pedagogical Challenges in Connecting Service & Learning in CSL).*

- September 2007: Sara Dorow and Lorraine Woollard spoke with incoming students at the New Arts Students' Welcome.

- October 2007: Sara Dorow, along with students Aliisa Paivalainen and Kristina Geeraert, gave a presentation to the Arts Visiting Committee about CSL as a local practice of "internationalization."

- January 2008: Sara Dorow and Lorraine Woollard spoke as part of a panel discussion about creating a meaningful undergraduate degree for the whole student. This was part of a series of Critical Dialogues exploring the Arts in the 21st Century.

- January 2008: Beth Hunter, Sara Dorow, and Lorraine Woollard explained the intricacies of the CSL program to COFA (Council of Faculty Associations – a Students' Union body).

- January 2008: CSL Staff, Instructors, and Students participated in the first University of Alberta Festival of Teaching. Jointly, we disseminated information about CSL through posters, brochures, and student projects.

- January 2008: As a member of the Canadian Alliance for CSL (CACSL) Steering Committee, Joanne Muzak participated in CACSL's strategic planning retreat in Toronto. The group produced a discussion paper summarizing its objectives for the next 3 years and has circulated the paper to solicit feedback on our emerging strategic directions.

- March 2008: Sara Dorow and student Kristina Geeraert presented on integrating research and teaching at the Community Engaged Research Showcase in the Faculty of Extension.

Program Review 2008: Key Lessons

This year we undertook a program review that reflected on how we were doing through the eyes of other experienced CSL practitioners. In early February, Todd Barr, Executive Director of the Trent Centre for Community-Based Education and Chairperson of the Steering Committee for the Canadian Alliance for Community Service-Learning, was invited to observe some of our program activities, interview staff, and conduct a group reflection. Then in April, a team of our staff conducted an intensive exchange visit to the CSL Program at St. Francis Xavier University. Together, these opportunities yielded many insights and ideas. Key lessons that we take into Years 4 and 5 include:

- *Sustain viable community partnerships* by developing long-term CSL projects, continuing to hire people with strong interpersonal skills, and encouraging more direct contact between instructors and community partners.

- *Broaden student participation* by developing a peer mentoring program, involving students in outreach, and expanding CSL courses in the first year and at the graduate level.

- *Deepen training and knowledge* by developing community partners' skills as co-educators, and arming instructors with concrete tools for preparing students for CSL.

- *Integrate CSL into the organizational culture of the university* by developing clearer expectations for CSL courses, embedding CSL in the course Calendar, increasing recognition of CSL in instructors' annual review, developing a think tank to address current issues (e.g., through N-CEL), and broadening grants to the department/program level.

- *Sustain the health of our program* by streamlining staff roles and staff structure, developing a long-term strategic plan, working closely with resource development at the university, and continuing to build a "living manual" of CSL practices.

CSL staff from St. FX and the U of A during an exchange visit. Administrative Director Lorraine Woollard and Director Sara Dorow are on the far left. Lise Gotell, incoming Acting Director, is second from right.

Community Partners 2008-2009

Aboriginal Student Services Centre
Active Citizens Television (ACTV)
Albertans Demand Affordable Housing
Agape
Ainembabazi Children's Project
Alberta Council of Women's Shelters
Alberta Public Interest Research Group (APIRG)
Alliance Française
Alliance Jeunesse-Famille de l'Alberta Society
Autism Society of Edmonton Area (ASEA)
Big Brothers, Big Sisters Edmonton
Bissell Centre
Canadian Mental Health Association Edmonton Region
Capital Health N.E. Community Health Centre
Change for Children Association
Changing Together
CJSR – Campus Community Radio
École Maurice Lavallée
École Enfantine
Edmonton Chamber of Voluntary Organizations
E4C: ArtStart
E4C: Women's Emergency Accommodation Centre
E4C: Women's Reintegration Chaplaincy
Edmonton Colombian Canadian Community Society
Edmonton Hispanic Bilingual Association
Edmonton May Week Labour Arts Festival
Edmonton Mennonite Centre for Newcomers
Edmonton Small Press Association
Elizabeth Fry Society
Environmental Coordination Office of Students
Expecting Respect

Faculty of Graduate Studies & Research Outreach (UA)
Friends of the Lubicon (APIRG)
GeriActors
Global Visions Film Festival
Greater Edmonton Foundation Housing for Seniors: Kiwanis Place, Meadowlark Place
Habitat for Humanity
Hope Mission
Heritage Canada Foundation
International Centre, Global Education
Jasper Place Health and Wellness Centre
John Humphrey Centre for Peace & Human Rights
Mikesew Industrial Relations Corporation
Mill Woods Welcome Centre for Immigrants
Multicultural Health Brokers
Nina Haggerty Centre for the Arts
Parkland Conservation Farm
Parkland Institute
Public Interest Alberta
Rapid Fire Theatre
Russian Recreation Club
Russian-Canadian Association of Alberta
Russian School "Erudit"
Sexual Assault Centre of Edmonton
Shadow Theatre at the Varscona
Sierra Club: Prairie Chapter
Society for the Assisted Cooperative Recovery from Eating Disorders
Sombrilla Refugee Support Society
Tanzanian Community Association of Northern Alberta
Toxics Watch Society of Alberta
Youth Emergency Shelter Society
Waste Management Centre of Excellence
Women's Centre Collective - U of A
Women's Legal Education & Action Fund
Zebra Child Protection Centre

CSL Staff

Lorraine Woollard
Admin Director
780-492-2420
lmw@ualberta.ca

Beth Hunter
CSL Liaison
780-554-4776
csl@ecvo.ca

Dr. Sara Dorow
Director
780-492-4301
sdorow@ualberta.ca

Ed Bailey
Office Coordinator
780-492-2420
ebbailey@ualberta.ca

Ruth Wolfe
Evaluation Coordinator
780-492-2420
wolfe@ualberta.ca

Joanne Muzak
Postdoctoral Fellow
780-492-2420
jmuzak@ualberta.ca

CSL Advisory Board 2007-2008

Jeff Bisanz (professor)   * CO-CHAIR

Jim Bohun (student services)

Russ Dahms (community)

Nicola Fairbrother (community)

Martin Garber-Conrad* (community)

Karen Hughes (professor)

Chris Langlois (student)

Joan Schiebelbein (U of A admin)

Jan Selman (professor)

Raleigh Whitinger* (U of A admin)

Sandra Woitas (community)

CSL House
780-492-2420
www.arts.ualberta.ca/csl
Faculty of Arts
University of Alberta
11039 Saskatchewan Drive
Edmonton, Alberta T6G 2B4