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

Community Service-Learning

Annual Report 2008-2009

Letter from the Acting Director: CSL April 2008-March 2009

As CSL enters its fifth year, it continues to create an exciting synergy between discovery-learning and community-engagement, offering "real world" learning opportunities to students across the University of Alberta, while sustaining partnerships with more than 80 non-profit organizations.   In a time of transition, with new core staff and an Acting Director, we made a decision to consolidate our strengths and manage growth by carefully choosing which new activities to take on. This strategy led to another highly successful year, which is detailed in the pages of this report.

In the past year, our course-based program increased to 29 courses in 14 departments and three faculties. Supporting new courses in fields such as Aboriginal governance, English for engineering students and the philosophy of the environment meant introducing instructors to CSL pedagogy and forming partnerships to create relevant placements. As Edmonton non-profit organizatons struggled with labour shortages, we needed to ensure that the program's expansion would enhance community capacity, rather than place additional demands on over-burdened non-profits. Through our productive collaboration with the Edmonton Chamber of Voluntary Organizations (ECVO) and a new focus on providing one-on-one support, the program has endeavored to better respond to needs of our community partners who invest so much in mentoring our students. Our commitment to managed growth and improving supports for stakeholders has paid off in very high levels of satisfaction: 91% of instructors, 100% of community partners and 77% of students had positive impressions of CSL. Our success can also be measured by the prestigious teaching honours awarded to some of our most experienced CSL instructors and by the fact that our first Certificate in CSL students convocated in June 2009.

Our focus on developing excellent curricular programming is supplemented by other activities that deepen the connections between the university and community. Our Non-Profit Board Internship Program is a model non-credit opportunity for students that this year graduated 13 remarkable students. Humanities 101, under the innovative leadership of the Postdoctoral Fellow in CSL, topped off two successful terms with a public viewing of digital life stories created by the adult learner participants. And the Network for Community-Engaged Learning project, incubated by CSL, is creating a database of community-engaged learning opportunities across the university, conducting a community survey, and preparing a set of recommendations for future growth.

I end a very busy year as Acting Director having deepened my own appreciation of how the program is transforming the university by creating links that bridge the town-gown divide. This program runs on the incredible commitments and energy of its core staff, experienced instructors and community partners. As we enter the final year of our McConnell Foundation grant, we are mindful of the need to place the program on firm ground for the future. While we have made clear strides in securing ongoing resources, the quest to institutionalize the program continues. I have enjoyed contributing to this wonderful project and am fully committed to the vision of community engagement that the CSL program seeks to entrench at the University of Alberta.   We are, as always, extremely grateful for the ongoing support of The McConnell Foundation, the CSL Advisory Board and our main community partner, the ECVO.

Lise Gotell, Acting Director, CSL and Professor, Women's Studies

ENHANCING LEARNING FOR STUDENTS, FACULTY AND PARTNERS

Enhanced Training and Capacity-Building Opportunities

This year, CSL focused on customizing support offered to instructors and community partners to help them develop their capacity to integrate CSL into their work.

Introductory CSL workshops for instructors
Four sessions were held to introduce the concept of CSL as pedagogy. These workshops provided instructors with basic understanding of how CSL works, how CSL has been integrated into other courses, examples of placements, and the process of developing a CSL course.

Syllabus-building workshop
Instructors were able to attend a syllabus-building workshop (offered twice a year) to explore effective strategies for integrating critical reflection activities, and appropriate assignments for bringing community learning back to the classroom.

Project-building and grant-writing workshop for community partners
Partners explored their core services and where students could be involved in helping attain organizational goals. Using these focused ideas, we worked through mock grant applications so that partners could increase their effectiveness in the grant-writing process.

One-on-one consultations
For many instructors and community partners, working together one-on-one with CSL staff was a more effective way of addressing their specific needs. Significant time was spent this year working with instructors individually to enhance their syllabi and integration of CSL; similarly, more attention was given to partners to assist them in succeeding in CSL.

Humanities 101: University in the Community

Inspired by the idea that the humanities provide essential intellectual skills that promote more active participation in public life, Humanities 101 offers free, non-credit, university-level courses to adult learners who face social and economic barriers to education. Activities are intended to serve and enrich our community through education.

The Learning Centre, home of Humanities 101 classes

After a three-year hiatus, Hum101 was rejuvenated last summer with a six-week course in Native Studies. Taught by five graduate students from the departments of English and Film Studies, Comparative Literature, and Native Studies, the course culminated in the publication of a student 'Zine. The course was held at The Learning Centre Literacy Association in Boyle Street Community Services Centre. Two more semester-long courses have since been offered, also at The Learning Centre. The fall course, "Introduction to the Humanities," focused on the relevance of humanities in our everyday lives. Ten graduate students, faculty members, and contract instructors from the U of A volunteered their time and expertise to introduce students to skills such as critical thinking and note taking and topics such as past and present models of social protest, uses of language, media awareness, and censorship.

Our winter course, "Stories and Communities," encouraged students to consider the ways in which stories shape our world and communities. Students told their own stories of community through creative non-fiction, digital storytelling, and painting. The course also included a tour of Rutherford Library at the U of A and a trip to the Art Gallery of Alberta. The course culminated in a public viewing of students' digital stories at Enterprise Square.

"Stories and Communities" was our most successful course to date, attracting the highest number of students and levels of community support. Much support was offered to make this program successful. Most notably, the fifteen volunteer instructors from the U of A, and Mary Norton and Denis Lapierre at The Learning Centre, made the rejuvenation of Hum101 possible.

Hum101 will offer more courses next year at The Learning Centre downtown. The program enriches not only those in society who have been left out, marginalised, or denied access to post-secondary education, but also the University community.   As more than one instructor noted this year, "I hope students learned as much from me as I did from them."

BUILDING COMMUNITY CAPACITY

In Focus: CSL and Native Studies

This year CSL assisted the Faculty of Native Studies in developing the first capstone course on Aboriginal Governance. Partnerships were developed with key organizations in Edmonton to help students explore theories of governance and the application of those theories in real life settings. Student projects included drafting briefing materials for board meetings, making recommendations on bylaws and constitutions, and exploring economic development opportunities.

Student Kristy Myshaniuk and Audrey Poitras

The experiences were enriching for both students and organizations. Audrey Poitras, president of the Métis Nation of Alberta, said that their organization was "very excited to be part of this new program, right from the very beginning. One of the roles that the Métis Nation of Alberta tries to play is to encourage our young people to not only get an education, but also look to the future of being there to support and lead the Métis nation. We also saw the opportunity for someone from the outside who was new to come in and look at our documents and bring a new perspective."

The diverse list of organizations that were involved in this partnership included the Métis Nation of Alberta, Métis Settlements General Council, Yellowhead Tribal Council, the Aboriginal Women's Professional Association, Treaty 8 First Nation, Métis Settlements Appeal Tribunal, and the Native Counselling Services of Alberta.

Harold Robinson, Tribunal Secretary of the Métis Settlements Appeal Tribunal captured the value of mutually-beneficial partnerships well when he wrote that "while it is one thing to be studied, it is quite another to spend time directing, mentoring, and getting to know future professionals whose interest in and relationship with our institutions will likely extend well beyond their initial twenty hour placement."

The Community Service-Learning program and the Faculty of Native Studies continue to work together towards developing rich, mutually-beneficial partnerships. Many thanks have been extended to the Faculty of Native Studies for working together to develop this hugely successful experience.

Dual Roles: CSL Student and Community Partner
by Lisa Dockman, BSc, BEd

It isn't often that we get to live similar experiences from totally different perspectives. I have been privileged to be a supervisor of CSL students while being a CSL student. As the Director of the Environmental Coordination Office of Students (ECOS) at the University of Alberta, I was an active CSL community partner and supervised nearly a dozen students over 4 terms. At the same time, I was pursuing my Certificate in CSL.

Upon reflection, I have realized how mutually beneficial the experiences were. While supervising students, I had an intimate understanding of the questions that they were asking themselves and the connections [between course work and community engagement] that they were attempting to make. As a student, I was extra sensitive to the needs of a non-profit organization and the challenges faced by the temporary presence of CSL students. Ultimately, being a supervisor enhanced my education and contributed to my development as a CSL student.

As a campus organization, ECOS allowed me to work with hundreds of dedicated volunteers and collaborate with many like-minded groups. CSL students played an invaluable role in our operations. They were very keen and their intent to learn and develop connections allowed for a more meaningful volunteer experience.

My dual role provided me with a multiplicity of perspectives, allowing me to analyze relationships and systems. It also encouraged me to reflect on the placement of volunteers within organizations and their ability to create positive change. I was able to develop a deeper understanding of the relevance of CSL to everyday life.

My CSL experiences have not only earned me a certificate, but have also contributed to my employability. I have recently begun working for an Albertan non-profit called Inside Education. This well-established organization provides natural resource and environment education to students and teachers across this beautiful province. After only a short time on the job, I already recognize the important role that CSL played in my development as an educator. My emergent career is truly my 'dream job' and relates directly to my CSL course work and the lessons I learned through CSL.

CREATING LONG-TERM COMMITMENT TO CO

First CSL Certificates awarded

We are proud to announce that we awarded our first official Certificates in CSL to four graduating students. The Certificate in Community Service-Learning formally designates that a student has significantly integrated CSL into his or her postsecondary education and is officially recognized on students' university transcripts. To earn the Certificate, students must complete a minimum of four CSL courses and a non-credit opportunity such as the Non-Profit Board Internship. We asked our CSL Certificate earners to tell us about what CSL has meant to them and where CSL will take them next.

Annalisa (Lisa) Dockman

My CSL courses have allowed me to incorporate diverse experiences into my education. I became interested in CSL to increase my employability post graduation, and ended up gaining invaluable life experiences that opened my mind and broadened my perspectives. Obtaining the CSL Certificate was not so much a decision, but a result of taking courses that I loved. My CSL participation provided me the unique opportunity to think locally, an area of study that is easily overlooked. By better understanding the dynamics of our immediate time and space, I feel better prepared to work towards social improvement and to encourage meaningful change locally and globally.

My certificate has become one of the most valuable parts of my education and played a pivotal role in the career that I have just begun in environment and natural resource education. Last spring's "Oil and Community" immersion course gave me an edge in my interview [because] it was a unique experience that interested my employer.

Meaghan Goebel

I decided to pursue the CSL Certificate because it's a concrete signal to non-profit organizations and future employers that I engaged in a significant amount of community service and outreach. With this on my transcript and diploma it proves my commitment to helping others. CSL has opened my eyes to the complexity of such issues as poverty, mental health concerns, race, class and gender inequities in a hands-on, life-altering kind of way. I understand so much more now about the importance of engaged citizenship and giving back to the community in creating a world that we all want to live in.

CSL completely changed my career goals from a lack of direction to a dedicated focus on non-profits and service provision. My experiences volunteering in classes like CSL 300 and 350/360 cemented my interest in the non-profit sector as a fascinating place of resistance and service.

I was recently hired as the Executive Director of the Campus Food Bank here at the University of Alberta. I can't wait to give back to the University Community in this role!

Sylvia Hoang

As a science student influenced by a sociological perspective, I struggled to bridge the gap between theory in the classroom and practical knowledge for the real world. CSL was the ideal outlet.

I have gained a broad grasp of local, provincial and international issues, ranging from those related to women, health, the environment, to youth and human rights. I have learned much about the social, economic and political state of the world, about myself, and life in general. On one hand, I am frustrated by current realities that are rooted in systemic issues. On the other hand, I am astounded by the strength, resilience and dedication of the community of individuals who are making a difference. CSL reveals the need for continual learning, sharing and movement toward action. Currently, I work with the Alberta Council of Women's Shelters and am involved with the John Humphrey Centre for Peace and Human Rights (JHC's) Youth Action Project and Global Youth Assembly. I will be a Youth Educator for human rights and facilitate dialogue sessions for the JHC's Circle Alberta project.

Cyndi Le

After completing my requirements for my degree in Biological Sciences, I felt that there was more for me to learn in my university experience. Having taken some CSL courses previously, I decided to finish my requirements for the CSL Certificate. My CSL experiences have given me first-hand experience working within my community and interacting with marginalized individuals. These opportunities have allowed me to have a different understanding of local issues. I was able to make connections between classroom theory and practice, while identifying the gaps between the two. I definitely have a better understanding of the barriers people face within my community, and feel that there is a lot more to be learned.

CSL has helped me pursue some educational and personal goals. I wanted more exposure to the cultural and socioeconomic barriers within my community and I was able to achieve this. I would like to continue to pursue my passion for helping women in my community. I will continue to work in Edmonton's non-profit sector in hopes of finding a full-time position.

MMUNITY ENGAGEMENT AMONG STUDENTS

Spring Immersion 2009

Does the oil economy have implications for gender relations? How does the boom/bust economy affect Alberta communities outside the oil field? Students enrolled in the CSL 6-credit interdisciplinary spring immersion program (CSL350/360) are exploring these under-examined questions. 'Oil and Community: Gendering the Boom' offered in May-June 2009 examines the disproportionate impact of the cultural economies of oil on particular marginalized groups, such as women, the homeless/near-homeless, sex trade workers, and migrant labourers. Intensive student placements are occurring at:

♦ Adamant Eve/CJSR (a feminist campus radio program)
♦ Bissell Centre (a support and drop in for homeless and near homeless individuals)
♦ Crossroads (a prostitution outreach and support agency)
♦ Lurana Shelter (a shelter for women and children fleeing domestic violence)
♦ The Learning Centre Literacy Association (a literacy program for homeless and displaced adults)
♦ Mustard Seed (an interfaith community outreach program, engaged with program development for the Federal Inmate Mentoring Program)
♦ Youth Emergency Shelter Society (an emergency drop-in shelter for youth)

Students are synthesizing their engagements with these experiences through in-class analyses, exchanges on a class blog and independent research projects. Eighteen students (12 undergraduate students and 6 graduate students) from several faculties are participating in this innovative course. The course is instructed by Dr. Mebbie Bell, and supported by teaching assistant Laura Templeton. This year the course is also cross-listed with the Women's Studies Program, enabling shared administrative responsibilities and support.

Spring Immersion Class of 2009

Non-Profit Board Student Internship

This year saw 13 students and boards participating in the Non-Profit Board Student Internship program. Joan Schiebelbein, Director of CAPs, the U of A's Career Centre believes that "the Non-Profit Board Student Internship provides a chance for students to learn about opportunities they never knew existed. Since the program was implemented three years ago, I have seen some student participants' career aspirations totally transformed as a result of their experiences. A number continued to work with the non-profit organizations they were placed with."

Boards involved in the program this year included:

Active Citizens Television
Bissell Centre
Change for Children
ECVO
Global Visions Film Festival
John Humphrey Centre for Peace and Human Rights

Legal Resource Centre of Alberta Ltd
Millwoods Family Resource Centre
Multicultural Family Resource Society
Nina Haggerty Centre for the Arts
Public Interest Alberta
Sexual Assault Centre of Edmonton
SKILLS

Making Community-Engaged Learning Work: Research from the Community Perspective

With extensive experience in both the non-profit sector and postsecondary institutions, Wendy MacDonald is an invaluable member of the Network for Community-Engaged Learning (N-CEL) steering committee. And now she is sharing the results of a research project of direct relevance to N-CEL: a study of the impact of student involvement (as interns, volunteers, practica students, researchers, etc.) on the capacity of community-based organizations.

Wendy interviewed volunteer managers, Executive Directors, HR Managers, and Program Coordinators at eight community-based human service organizations of varying sizes in the Edmonton area.

The results are cause for both celebration and caution. Wendy says that she found that community hosts "desire to be 'good partners' and are excited about the transformational possibilities of community-engaged learning when students come into their midst." However, their organizations, as well as the affiliated university programs, sometimes lack the capacity to build and sustain successful student placements.

One lesson is the need for "more infrastructure to bridge the two quite different cultures" of community-based organizations and universities. "Non-profit partners want to work more holistically with universities, not just program by program," said Wendy. "They see themselves as champions of community-engaged learning, and need to be recognized as people who support university students over and over again."

Wendy was inspired to do the research because she saw the value of community-engaged learning, even as she "had also heard the war stories… and I also saw the ambiguous situation that volunteer managers sometimes found themselves in." She is glad that she took the perspective of community organizations in the study, since they need to be genuinely involved. "We need to stay there, to keep looking through that lens."

For more info: www.hrcouncil.ca/trends-issues/April2009.cfm

Wendy MacDonald is the Curriculum Coordinator of the Executive Leadership in the Nonprofit Sector post-diploma program at Grant MacEwan College in Edmonton.

Recommendations for Post-Secondary Institutions

Study participants suggested that colleges and universities consider a number of ways to improve the CEL experience by:

- Developing and supporting a centralized CEL staff/student resource centre while maintaining decentralized control over placements. Campuses that support students, faculty and community partners with effective infrastructure and policies continue to develop and sustain valuable experiences.
- Developing and supporting effective campus or collaborative online communication tools to connect community partners with many areas of campus activity, especially those faculties and programs that encourage CEL.
- Mandating community consultation on CEL when new campus programs are being approved or when established programs are evaluated.
- Adequately supporting and recognizing faculty and staff who facilitate experiential community-based learning.
- Developing opportunities for staff and leadership volunteers in non-profit organizations to be co-educators regarding their subject matter expertise and non-profit sector issues
(excerpted from MacDonald, Wendy, *"Too much of a good thing? Re-focusing the benefits of community-engaged learning"* found at www.hrcouncil.ca/trends-issues/April2009.cfm)

ITY-ENGAGED LEARNING

Community Service-Learning to Community-Based Research: Evidence-Based Researcher Supports Engagement

Elaine Hyshka wanted to gain some research experience before applying to grad school a few years ago, so she enrolled in a qualitative research methods course with a CSL component. "I got a really good understanding of qualitative methods and it definitely put me ahead of other students when I went into grad school," says Elaine. "It taught me a lot about how to maintain the rigor of research while also developing a partnership with the community that was mutually beneficial."

When Elaine says that "learnings from service-learning courses can be applied to other situations," she speaks from direct experience. After completing two CSL courses and a Masters in Sociology, Hyshka is now a Research Coordinator for The Community-University Partnership for the Study of Children, Youth, and Families (CUP), based in the Faculty of Extension.

Being exposed to interdisciplinary and transdiscplinary research teams, keeping an open mind, and being flexible have helped Hyshka negotiate new experiences. This is why she thinks the future for CSL and Community-Based Research is promising: "I think something that is going to take off in the next few years are these positions where you are liaising between community-based organizations and researchers. Or you are maybe working on a research team but your job is to work with community partners. I think having community service-learning experience would give you an edge."

The Network for Community-Engaged Learning (N-CEL) is a network of people with direct involvement or interest in learning and research through community-university partnerships. The goal of N-CEL is to support, promote, and sustain community-engaged learning, especially through knowledge-sharing. For three years CSL has "incubated" this initiative, with the direction of a steering committee representing a broad range of Community-Engaged Learning programs.

Learning "Between" University and Community: Critical Student Perspectives
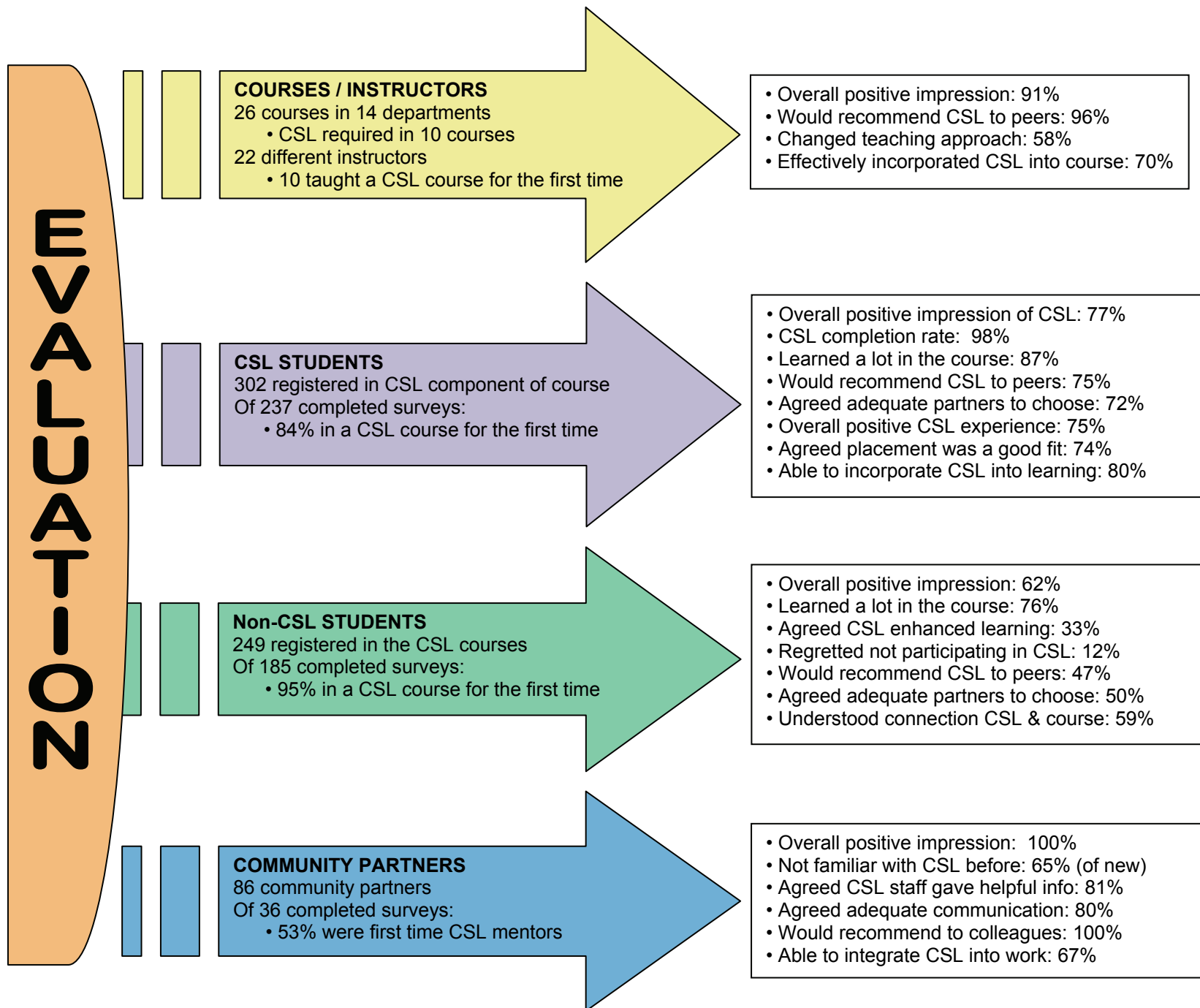
Community-university partnerships encourage students to synthesize classroom and textbook knowledge in a real-life workplace setting. At the November 2008 N-CEL workshop, a panel of five students shared personal expectations of community-engaged learning as well as university and community expectations. The students came from Arts, Science, Business, Law, and Human Ecology, and had varying CEL experiences as interns, service-learning students, and practicum participants. But they all agreed that it was easier to participate in a community placement when the university and community clearly identified expectations of the placement and of the student.

The students indicated that to prepare for community-engaged learning, they researched areas where they could best contribute their skills, met with supervisors, and talked to students who completed similar placements. And then during their placements, students took ownership of their experiences, actively asked questions, had mutually beneficial on-going conversations, and used problem-solving skills to navigate unexpected challenges.

From students' perspectives:

"The best kind of expectation to have in a community placement is to hold yourself to a certain standard of open-mindedness: expecting to learn from not only your mentors in the community and your professors, but also all from the people you will meet in your placement." (John, student panelist from Arts)

"You can't really learn management in school, you can only learn about management, and about human behaviour. Actually putting those ideas into practice was a big expectation for me in my summer placement with a day camp - getting the experience leading people. I expected to have some responsibility and some opportunity to delegate, to get my feet wet." (Julie, student panelist from Business)

EVALUATION

COURSES / INSTRUCTORS
26 courses in 14 departments
• CSL required in 10 courses
22 different instructors
• 10 taught a CSL course for the first time

• Overall positive impression: 91%
• Would recommend CSL to peers: 96%
• Changed teaching approach: 58%
• Effectively incorporated CSL into course: 70%

CSL STUDENTS
302 registered in CSL component of course
Of 237 completed surveys:
• 84% in a CSL course for the first time

• Overall positive impression of CSL: 77%
• CSL completion rate: 98%
• Learned a lot in the course: 87%
• Would recommend CSL to peers: 75%
• Agreed adequate partners to choose: 72%
• Overall positive CSL experience: 75%
• Agreed placement was a good fit: 74%
• Able to incorporate CSL into learning: 80%

Non-CSL STUDENTS
249 registered in the CSL courses
Of 185 completed surveys:
• 95% in a CSL course for the first time

• Overall positive impression: 62%
• Learned a lot in the course: 76%
• Agreed CSL enhanced learning: 33%
• Regretted not participating in CSL: 12%
• Would recommend CSL to peers: 47%
• Agreed adequate partners to choose: 50%
• Understood connection CSL & course: 59%

COMMUNITY PARTNERS
86 community partners
Of 36 completed surveys:
• 53% were first time CSL mentors

• Overall positive impression: 100%
• Not familiar with CSL before: 65% (of new)
• Agreed CSL staff gave helpful info: 81%
• Agreed adequate communication: 80%
• Would recommend to colleagues: 100%
• Able to integrate CSL into work: 67%

TY-SERVICE LEARNING

Evaluation carried out by Elizabeth Ocampo Gomez assisted by
Ruth Wolfe & CSL staff

➢ Courses
  • Fall / Winter regular term: 26 courses, 2 independent studies
  • Spring 2008 Immersion course
➢ Strong overall satisfaction among participants indicated by:
  • positive impressions
  • would recommend to peers

Other findings suggest:
➢ Instructors employ effective pedagogical strategies: 80% of CSL
  students reported ability to integrate CSL into their courses; 12% of
  non-CSL students regretted not participating in CSL and 33% reported
  being in a CSL course had enhanced their learning.
➢ Community partners' interest in students is more about increasing
  social awareness than about helping them to get work done.
➢ Course content and materials are important to students' analysis and
  understanding of the world outside the classroom.
➢ Stability of the program in terms of numbers of courses, instructors and
  students and high satisfaction ratings, following a challenging year of
  growth.
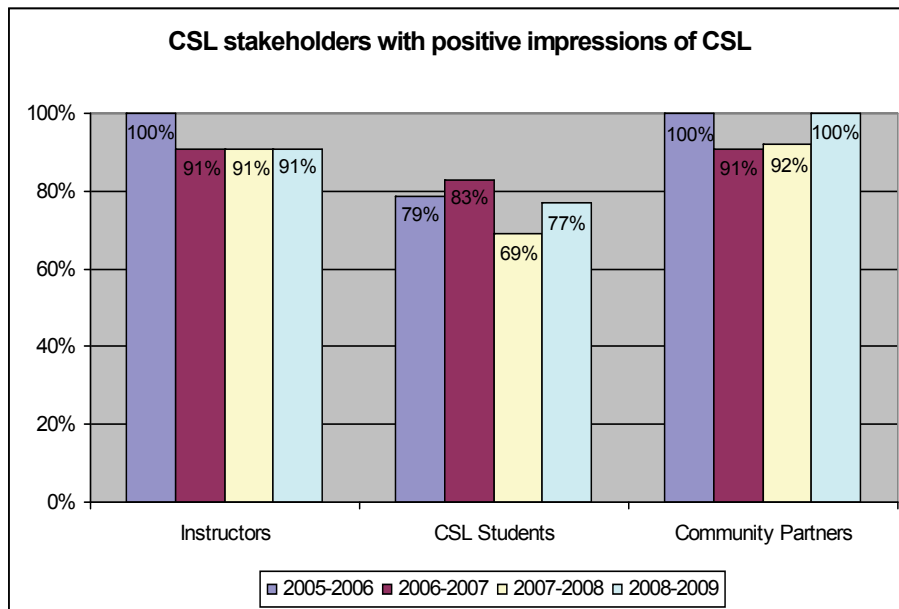
CSL Courses: Fall 2008

Course	Title
CSL 480	Individual Study in Community Service-Learning
DRAMA 407/507	Intergenerational Performance
ENGL 111	Language, Literature and Culture
ETCAN 513	(Directed Reading)
MLCS 210	Language(s) of Culture: Introduction to Cultural Studies
POL S 101	Introduction to Politics
W ST 201	Introduction to Women's Studies
W ST 202	Current Issues in Women's Studies
W ST 431	Feminism and Sexual Assault
WRITE 298	Introduction to Writing Nonfiction

CSL Courses: Winter 2009

Course	Title
ANTHR 424/524	Visual Anthropology
CSL 300	Community Service-Learning: Theory and Practice
CSL 480	Individual Study in Community Service-Learning
EDPS 501	Community Practice of Adult Education
EDPS 561	Program Planning in Adult and Higher Education
ENGL 111B	Language, Literature and Culture
ENGL 199	Essentials of Writing for Engineering Students
FREN 298	Advanced French II
HIST 470	Topics in Canadian Social History
HUCO 530	Project Design and Management
MLCS 473/573	Cultural Representations, World Media and Ethics
NS 404	Aboriginal Governance Capstone
PHIL 355	Philosophy of the Environment
POL S 299	Citizenship for Democracy
SOC 382	Sociology of Health and Illness
SOC 421	Sociology of Punishment
SPAN 407	Advanced Grammar and Composition
UKR 427/527	Ukrainian Material Culture and Folk Art
WRITE 298B	Introduction to Writing Nonfiction
W ST 201	Introduction to Women's Studies

CSL stakeholders with positive impressions of CSL

Legend: ■ 2005-2006 ■ 2006-2007 □ 2007-2008 □ 2008-2009

Instructors: 100%, 91%, 91%, 91%
CSL Students: 79%, 83%, 69%, 77%
Community Partners: 100%, 91%, 92%, 100%

EXCELLENCE IN COMMUNITY-ENGAGED TEACHING AND RESEARCH

Award-Winning CSL Instructors

The CSL Program promotes teaching excellence, encouraging instructors to be reflective about their pedagogical objectives as they incorporate community engagement into their courses. In 2008-2009, several experienced CSL instructors were recognized for their teaching excellence.

Professor **David Barnet** from the Department of Drama won a 3M Teaching Fellowship, the most prestigious recognition of excellence and leadership in Canadian university teaching. Professor Barnet is a specialist in community-oriented "popular theatre" and a pioneer in CSL at the University of Alberta. In his innovative Intergenerational Theatre course, Barnet brings students together with a troupe of seniors, The Geri-Actors, to work on the creation of an original play.

Professor **Chris Fletcher** from the Department of Anthropology was awarded a McCalla Research Professorship. As part of his McCalla program professor Fletcher will continue working with Humanities 101 students at the Learning Centre using the "Digital Storytelling" techniques he has pioneered in his CSL-linked Visual Anthropology course.

Other award-winning CSL instructors include:

Mebbie Bell, Women's Studies Program, Contract Academic Staff Outstanding Instructor Award.

Allison Dunwoody, Sociology, Bill Meloff Memorial Teaching Award.

Lise Gotell, Women's Studies and Acting Director of Community Service-Learning, Student Union Award for Leadership in Undergraduate Teaching Excellence.

New Postdoctoral Fellowship in CSL Awarded

I am honoured to take up the tenure of Postdoctoral Fellow in CSL in August 2009. The fellowship provides an invaluable opportunity to expand my interest in community-engaged research and teaching, and to work more closely with the dedicated faculty, staff and community partners committed to CSL. My background in sociology and women's studies has a strong affinity with CSL principles, and I have now taught five courses that incorporated CSL, each of which has demonstrated to me the value of community-based learning in challenging students to think more critically about the worlds they inhabit. In 'Introduction to Women's Studies' and 'Current Issues in Women's Studies,' CSL was the central component of students' research projects, enabling their exploration of the lives of women and other marginalized groups through placements ranging from immigrant women's organizations and inner-city drop-in centres to women's shelters and prostitution outreach. As well, I had the privilege of teaching the CSL 6-credit interdisciplinary spring immersion course in 2009, 'Oil and Community: Gendering the Boom.'

My postdoctoral research project *Unmapping Violence: Spatialized Communities and Embodied Resistance* will examine the social spaces of domestic violence and women's recovery in order to analyze the interlocking oppressions of social inequalities, communities, identities, and bodies that inform violence against women. Through participation in 'second stage' women's housing communities, I seek to understand the resistance enabled by such transitional spaces. This project will document the complex lived realities of resisting violence and living in transition. As Alberta has the highest rates of domestic assault, homicide-suicide, and stalking in Canada, and the third highest rates of domestic homicide, 'unmapping' these experiences is vital to challenging the pervasive human rights violation of domestic violence, to supporting women's recoveries, and to substantiating sustained shelter services and funding.

CONSOLIDATING COMMUNITY SERVICE-LEARNING

Disseminating Knowledge About CSL in 2008-2009

Conference Papers:
Joanne Muzak and Lorraine Woollard, "Finding the Fit: Community Partners as Co-Educators in Community Service-Learning," *Community-University Expo*, University of Victoria, May 2008.

Joanne Muzak, "Bound by Boundary Crossing? Community Service-Learning and 'Introduction to Women's Studies'," *Canadian Women's Studies Association Congress 2008,* University of British Columbia, June 2008.

Ruth Wolfe and Lorraine Woollard, "Community Service-Learning in Different "Doses": Implications for Students' Critical Reflection on Community," International Society for the Study of Teaching and Learning, Edmonton, October 2008.

Joanne Muzak and Lorraine Woollard, "The Politics of Community Service-Learning in University Education," *Through the Looking Glass: Reflections on Teaching/Learning: The Inaugural Olive Yonge Conference on Teaching and Learning.* University of Alberta, March 2009.

Selected Presentations:
Shannon Butters, "Update on Community Service-Learning: New Courses and Partnerships," Edmonton Chamber of Voluntary Organizations, September 2008.

Joanne Muzak, "An Overview of Humanities 101 at the University of Alberta*," Radical Humanities: A Coast to Coast Symposium*. University of Calgary, October 2008.

Joanne Muzak and Lorraine Woollard, "Community Service-Learning: What It Is and How To Do It," University Teaching Services, University of Alberta, November 2008.

Lorraine Woollard, "Shaping Your CSL Course Syllabus," University Learning Centre, University of Saskatchewan, March 2009.

Poster Presentations and Displays:
Zane Hamm, "Oil & Community: Struggles over Labour and Learning," *Boom Bust Economies Impact on Rural and Remote Communities Conference*, Canadian Rural Revitalization Foundation National Rural Research Network, Inuvik, June 2008.

"Community Service-Learning: Daring to Engage," 2nd Annual Festival of Teaching and Learning, January 2009 (selected as an example of excellence in the category of Arts).

"Community Service-Learning: Daring to Engage," Festival of Teaching Poster Tour, Alberta Legislature, March 2009.

Joanne Muzak, "Humanities 101: University in the Community," *Community-University Engagement Showcase: Making a Difference*, University of Alberta, March 2009.

Looking Ahead to 2009-2010

Perhaps the best test of any initiative is transition, and 2008-2009 was certainly a time of transition for the CSL Program. New staff and an Acting Director provided fresh perspectives on the program, its activities and organizational structure. These insights, together with our rigorous evaluation program, one-on-one consultations with key stakeholders and ongoing contacts with our sister CSL programs have produced a set of productive ideas that will assist us in planning for a sustainable future. Key lessons that we take into Year 5 of the program and the final year of our McConnell Foundation grant include:

- *Nurturing the creation of a CSL community on campus to provide a foundation for long-term sustainability,* connecting students across disciplines with one another, creating more opportunities for instructors, students, and community partners to network;

- *Expanding the participation of students in CSL, alongside instructors and community partners* through, among other initiatives, the development of a peer leadership program to engage students in leadership opportunities that would support the growth of CSL across campus;

- *Consolidating the CSL core curriculum* by piloting our new first year interdisciplinary course, CSL 100 "Introduction to Community Engagement", continuing to entrench CSL in the Faculty of Arts and working with the Faculties of Native Studies and Business to expand CSL opportunities;

- *Enhancing training and knowledge* through an increased focus on one-on-one support for both instructors (intention forms, syllabus development, reflection ideas and integration of CSL into the course) and community partners (intention forms, grant applications, mentoring students throughout the placement);

- *Developing strategies for recognizing the work of instructors and community partners* by increasing acknowledgment of CSL in instructors' annual reviews, exploring the development of awards for excellence in community mentoring and through creating a CSL end of year celebration for all participants;

- *Enhancing the long-term sustainability of the program* by undertaking an organizational review that will examine roles and responsibilities, working with Faculty, the University and fund development to ensure the viability of the program and institutionalization of CSL at the University of Alberta.

Acknowledging our Community Partners:

Aboriginal Womens' Professional Association ~ Aboriginal Students Service Centre ~ ACTV ~ Adamant Eve ~ Ainembabazi Children's Project ~ Alberta Legal Archives Society ~ Anarchist Black Cross ~ Anarchist Bookfair ~ APIRG ~ Association canadienne-francaise de l'Alberta ~ Autism Society of Edmonton Area (ASEA) ~ Big Brothers Big Sisters ~ Bissell Centre ~ Campus Sustainability Coalition ~ Canadian Mental Health Association Edmonton Region ~ Alberta Health Services ~ Caribbean Women's Network ~ Centre de santé communautaire Saint-Thomas ~ Changing Together ~ Crossroads ~ Development and Peace ~ Electronic Centre for Organizing and Popular Education ~ Environmental Coordination of Students ~ Edmonton Immigrant Services Association ~ Elizabeth Fry ~ Edmonton Mennonite Centre for Newcomers ~ Environmental Law Centre ~ Edmonton Small Press Association ~ Expecting Respect ~ Edmonton Gleaners Society – Foodbank ~ Friends of Medicare ~ Friends of the Lubicon ~ Greater Edmonton Foundation ~ Global Education Program ~ Global Visions Film Festival ~ Greater Edmonton Alliance ~ Habitat for Humanity Edmonton ~ HIV Edmonton ~ Institute for Sexual Minority Studies and Services ~ John Humphrey Centre for Peace and Human Rights ~ Journeys Cultural Exchange Program ~ L'Institut Guy Lacombe de la Famille ~ Lurana Shelter ~ Make Poverty History ~ Métis Nation of Alberta ~ Métis Settlements Appeal Tribunal ~ Métis Settlements General Council ~ Multicultural Health Brokers Co-op ~ MS Society ~ Multicultural Health Brokers ~ Mustard Seed ~ Northern Alberta Brain Injury Society ~ Native Counselling Services of Alberta ~ Ophelia's Voice ~ PAAFE ~ Parkland Institute ~ Pride Centre of Edmonton ~ Public Interest Alberta ~ Russian Language Society (Erudit) ~ Sexual Assault Centre of Edmonton ~ SACRED ~ SAFFRON ~ SAIF ~ Sierra Club Prairie Chapter ~ Sunrise Farm ~ Swim Alberta ~ The Learning Centre ~ Treaty 8 First Nations of Alberta ~ U of A Women's Centre ~ UCAMA ~ Ukrainian Museum of Canada (Edmonton Branch) ~ Women's Emergency Accommodation Centre ~ West End Seniors Activity Centre ~ Witchitowin:Shared Circle of Responsibility ~ Women's Legal Fund (LEAF) - No Means No ~ Yellowhead Tribal Council ~ Youth Emergency Shelter Society ~ YWCA

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