

Five Years and Counting: A Message from the Director

Five years ago, in fall 2005, we officially launched the University of Alberta Community Service-Learning Program in the Faculty of Arts with generous seed funding from The J.W. McConnell Family Foundation.

In those five years, one of our favourite resources has been a simple but creative list of the kinds of skills developed through community-engaged learning, called *Specifying the Scholarship of Engagement* (by Imagining America). As I recently reviewed the list, I was struck by how many of the skills also apply to establishing a CSL program, beginning with *knowing how to calculate the human effort that it will take to get collaborative work done*.

When we embarked, we could not have known the human effort from many different arenas that would go into building the U of A CSL program, as the numbers attest. All of our activities have at least doubled in size since 2005: community partners (100+), participating students (300+/year), and courses with a CSL component (35+/year). We have gradually built partnerships internally, with new disciplines and Faculties at the U of A, and externally, with a renewed focus on sustained and socially innovative CSL projects. And we continue to learn as we go, in keeping with one of the other skills of engagement: *the ability to revise theoretical frameworks on the basis of experience*.

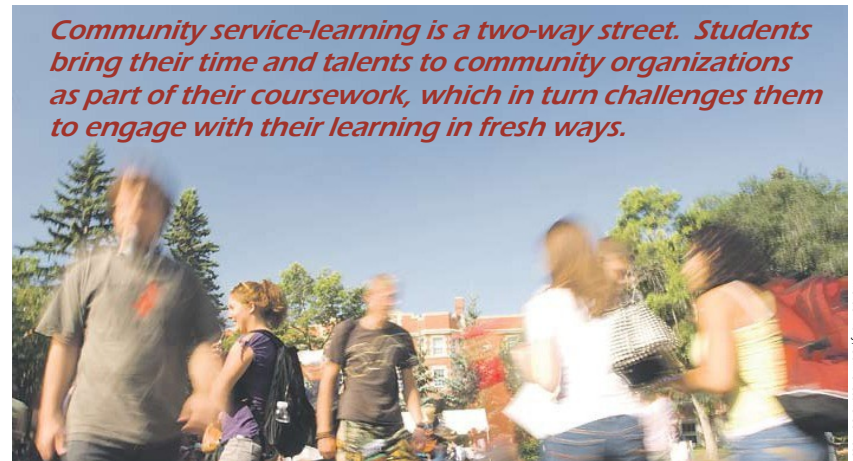
This year's Annual Report highlights U of A students whose experiences working with youth have revised their ways of seeing and knowing. Such collaborations are the heart and soul of CSL. And they are supported by the dedication of community mentors and University instructors, with the facilitation of CSL staff. These co-educators nurture many skills of engagement, among them the *ability to build alliances among people and groups with diverse interests*.

After five years, funding from The McConnell Foundation has concluded. But we are sustained and sustainable - not only through support from the Faculty of Arts, the University, and external donors, but also because of alliances across a diverse and committed array of people. Our thanks to all of you.



Sara Dorow
Director, CSL Program

Community service-learning is a two-way street. Students bring their time and talents to community organizations as part of their coursework, which in turn challenges them to engage with their learning in fresh ways.



2009-2010 Information and Training Opportunities

- Two Orientation Workshops
- Two Syllabus Building Workshops
- Four Brown Bag Information Sessions
- One Invited Information Workshop at Campus Saint-Jean

CSL Orientation Workshops: Starting Off on the Right Foot

The impact of CSL depends on the co-educational work of course instructors and community mentors. That is why the two-hour Orientation Workshop we hold prior to each academic term is such a key event. CSL program staff kick off each Orientation with an overview of important practical issues like communication and ethics. Community partners and university instructors then gather in small groups to share their visions for the partnership and to prepare for the semester to come. Evaluation feedback from participants has highlighted the importance of the event for getting organized and energized, but also for opening up new questions about the practice of CSL.

Table of Contents

<i>Enhancing Learning for Students, Faculty, and Partners</i>	2
<i>Supporting Long-Term Commitment to Community Engagement Among Students</i>	4
<i>Broadening Community Engagement</i>	6
<i>Evaluating Community Service-Learning</i>	8
<i>Building Knowledge About CSL</i>	10
<i>CSL Courses 2009-2010</i>	11

Strengthening Community Engagement in the Undergraduate Experience

CSL Peer Mentors

This fall and winter, we will be launching the CSL Peer Mentoring Program. This program provides peer communications support and advice to students who are currently completing a CSL placement in one of their courses. Our mentors will be a resource for students regarding our non-profit community partner organizations and the navigation of CSL placements. They can provide support in the form of orienting students to the voluntary sector and to their specific organization, facilitating communications between students and partners, and assisting our partners in student project coordination.

The program will primarily support our students, but it will also take some of the communication and coordination pressure off our partner organizations. This will allow them to engage with the CSL Program and mentor our students without drawing focus from their primary mission and vision. We are looking forward to working with our CSL Peer Mentors to help create an on-campus CSL student community that is actively engaged in a dialogue about experiential learning and community collaboration.

CSL100: Introduction to Community Engagement

CSL was proud to add a new course to its roster in the 2009-2010 academic year. CSL100: Introduction to Community Engagement was offered for the first time in Winter 2010. This interdisciplinary course was instituted to give students an early grounding in



some of the concepts, practices, and methods that are key to community-engaged learning and experiential education. The course attracted students at various levels and from a range of disciplines. Students explored community and civic engagement outside the classroom in their CSL placements as well as through creative activities, such as photo essays, field trips, and community maps.

STUDENTS, FACULTY, AND PARTNERS

CSL and Edmonton's Youth Partner Up

Close collaboration between U of A students and the next generation of young people was a feature of a number of CSL courses during the past year. Active involvement with young Edmontonians makes CSL students an integral part of program delivery and implementation, which in turn becomes integral to what and how they learn.



Keyboards for Kids – MUSIC 304: Piano Pedagogy

CSL students at Keyboards for Kids provided piano instruction to youth in inner city elementary schools throughout the winter. Our students integrated their training in piano pedagogy – including topics ranging from memorization and ear training to learning techniques and musical appreciation – with the practical placement experience of tutoring students who otherwise have little opportunity for individual music lessons.

Journeys Cultural Exchange Program – HECOL 492: The Journeys Program

This winter, CSL students teamed up with youth from Edmonton's Inner City High School for a series of events exploring privilege, marginalization, and growing up in Edmonton. Many of the youth who started out as inner city participants are now back to participate as university students – and many said that without Journeys, they wouldn't have felt like they had a place on campus. Journeys provides a new kind of opportunity for youth by linking them with their peers here on campus, and lays the groundwork for a unique cross-cultural exchange.

Youth Restorative Action Project – SOC 327: Criminal Justice Administration in Canada

YRAP and CSL are engaged in a long-term partnership to support local restorative justice panels for young offenders. Because the program is entirely volunteer-based, with only one paid staff member, CSL students have taken on active, long-term roles within the organization. Our Sociology and Criminology students are expanding their understanding of key concepts about the social forces that impact the development, implementation, and evolution of criminal justice through their experiences with YRAP 's youth.

iHuman Urban Games Project – SOC 421: Sociology of Punishment

This course aims to familiarize students with the social meaning and functioning of legal punishment in modern societies, specifically in Canada. Students worked with some of Edmonton's high-risk youth on rehabilitative and expressive projects that tackled the nature of imprisonment and justice from the perspective of those currently navigating the system. CSL students continue to work with the Urban Games project and will be helping with upcoming iHuman Urban Games art and performance pieces throughout 2010.

Philosophy for Children – PHIL 101: Intro to Philosophy: Values and Society

Working with staff from Big Brothers, Big Sisters Edmonton and Club Connect, students in Introduction to Philosophy developed after-school workshops for youth to explore concepts of fairness, value, teaching, and friendship from a philosophical perspective. By mentoring younger children through the process of asking questions, students not only learned about the differences between knowing and teaching but also experienced first-hand the journey of discovery that philosophy inspires in people of all ages.

Gram Chetna Kendra Project – CSL 480: Individual Study

Some of our students are taking CSL on the road with them as they apply concepts from their academic framework to international youth projects. At Gram Chetna Kendra, this means working with young salt production workers in India's Rajasthan area to implement integrated community solutions to a myriad of health, education, and social planning concerns. While student Jon Weller works with GCK projects, his self-directed readings and reflections provide an overview of concepts, paradigms, and determinants of rural development.



Non-Profit Board Student Internship

The Non-Profit Board (NPB) Student Internship program is a partnership of CSL and the U of A Career Centre (CAPS), and is supported by the Alberta government's Board Development Program. Students attend a series of workshops on the variety of practices and skills involved in serving on the boards of non-profit organizations and at the same time complete an 8-month internship with a host board.

Following in what seems to have become a tradition for graduates of the Non-Profit Board Student Internship, **Lauren Styles**, a graduate of this year's program, has been asked to stay on with the board of the Pride Centre of Edmonton. Lauren is now the treasurer of the board, quite a change from being an Intern.

Melissa Daniels, another graduate of the program (2009), spoke at this year's graduation ceremony about how her internship prepared her to become a continuing board member with the Millwoods Family Resource Centre.

Other interns have used their board experience as a stepping stone for a wide range of community-engaged positions: **Meaghan Goebel** (2009) has spent the past year as the Executive Director of the Campus Food Bank; **Tasneem Karbani** (2009) is the Experiential Education Assistant on a multi-year project in the Faculty of Pharmacy at the U of A; **Marcus Petersen** (2008) has just been elected to the APIRG Board of Directors; and **Leah Trueblood** (2008) has completed a successful term as Vice-President (Academic) of the University of Alberta Students' Union.

CSL Certificate Recipients

The Certificate in Community Service-Learning formally designates that a student has substantially integrated community engagement into his or her postsecondary education. To earn this notation on official transcripts, a student must successfully complete four courses with a CSL component and complete a non-credit opportunity which combines a minimum of 30 hours of a community-engaged activity with 15 hours of reflective learning.



Emily Lynn Kalil, Spanish Language and Literature (Faculty of Arts) For her non-credit project, Emily worked with the Campus Food Bank helping the executive director develop a coherent philosophy for volunteer involvement. Through independent research, work with team leaders, and reflection, Emily updated the volunteer recruitment application and initiated a volunteer evaluation program (including an exit survey).

Larissa McIntyre, Political Science (Faculty of Arts)

For her non-credit project, Larissa participated in the non-profit board student internship. For eight months, she worked with the Aboriginal Women's Professional Association Board; for her final project, Larissa revised and updated the association's bylaws.



Natasha Marie Pedersson, Philosophy (Faculty of Arts)

For her non-credit project, Natasha worked with Crossroads, an organization offering support and alternatives to children and adults involved in prostitution and at-risk sexual exploitation. For her final project – a research paper – Natasha provided an extensive critique of how the *Criminal Code of Canada* might be re-framed to better serve sex-trade workers. Her research has created the foundation for a larger project.



Steven Ferris Williams, Biological Sciences (Faculty of Science)

For his non-credit project, Steven worked as a volunteer with emergency services in a local hospital. He assisted in the training of other volunteers to provide support, both for patients and for hospital staff. In his reflection, Stephen explored the integration, or lack thereof, of the human and administrative aspects of patient care.



COMMUNITY ENGAGEMENT AMONG STUDENTS

Tracking the Full Impact of CSL

"If you were to explain CSL to students who haven't done it before, what would you tell them?"

"The first thing is that it is incredible. The second is that it is hard. The third is that it is worth it . . . that's the important part."

Student Reflection from the CSL Follow-Up Study

In Fall 2009, the Community Service-Learning Program initiated the **CSL Follow-Up Study** to qualitatively understand the long-term outcomes of student participation in CSL at the University of Alberta. Senior and former students who had completed at least two CSL course placements, or one CSL course and the Non-Profit Board Internship, were asked to reflect on their CSL experiences in in-depth interviews with CSL Evaluation Coordinator Dr. Elizabeth Ocampo. The interviews specifically examined the impact of CSL participation on students' academic experiences and choices, their future career and educational plans, and views on community involvement.

To date, sixteen current and former students, from academic fields such as languages, sociology, women's studies, and political science, have volunteered to participate in the study. Some participants are still completing their education, and others have now moved on to graduate studies, work in the non-profit sector, or have discipline-specific employment. Fifteen of the participants were female.

A full analysis of the interview findings will be completed in the coming months, but certain themes are already emerging. For instance, involvement in CSL reaffirms a previous commitment to voluntarism for many students, and validates their desire to contribute to their communities. Regarding education, many students report that a CSL component not only reinforces but also enhances in-class learning. And, participation in CSL also helps to translate academic learning into an experience of personal transformation.

"CSL has affected my whole outlook on the world . . . I think it really helps blow your stereotypes away."

"The perseverance and understanding of community groups is what has really stuck with me."

"It makes you think about the way knowledge is structured and communicated and created . . . CSL makes you look at that and sort of decide how you are going to learn things and who you are going to listen to."

"I have always wanted to make sure that my university education had a solid grounding in actual reality outside the university. So I definitely jumped at the opportunity for CSL for my own benefit and the community's too."

Dear Lorraine Woollard and CSL Staff,

I wanted to thank you for all the time that was dedicated to coordinating the Community Service-Learning and Non-Profit Board Student Internship programs. Participating in CSL has added a valuable dimension to my education. I am not just graduating with a degree, but also with a new perspective on organizations and issues in the community and my relation to them.

A world of thanks to you!

I wanted to let you know that my exposure to various issues of marginalization and to the inspiring dedication of many organizations through CSL courses and placements guided me towards social justice and pursuing a law degree. I used my CSL experiences extensively in my application and believe my acceptance was influenced by the many projects and activities CSL placements have allowed me to pursue.

I really appreciate the time that is invested into organizing the various courses, placements and programs. I am truly grateful for having had the opportunity to participate in the CSL program. I hope that the program is able to expand and that more students choose to participate in CSL or stumble upon it (like me!). Thank you for all your support!

Sincerely,

Karissa McIntyre

Network for Community-Engaged Learning: What next for the U of A?

What is the current state of community-engaged learning and research partnerships at the University of Alberta? And what can we do to ensure that these partnerships are sustained to the benefit of all participants? In this third and final year of funding (from the U of A Teaching and Learning Enhancement Fund), the Network for Community-Engaged Learning (N-CEL) focused on these questions with an eye to building a knowledge foundation for the future.

The Fall 2009 *Report on Community-University Engaged Learning* (by Holly Stack-Cutler) provides concrete recommendations for more coherent, strategic, and sustainable community engagement at the University of Alberta. For example:

- ensure that community partners review and consult on U of A planning that impacts them
- embed community engagement in and across the categories for faculty annual review: research, teaching, and service
- develop a central, web-based clearinghouse of community-engaged learning opportunities

Recommendations were further developed in the January 2010 Community-Engaged Learning Forum. Wendy MacDonald planned and facilitated this half-day workshop for fifty invited community and university representatives. Her comprehensive report on the forum results, *Connecting Campus and Community for Learning*, reinforces the need for engagement structures that reflect the maturity, size, and scope of the University.

N-CEL also surveyed local community organizations in late 2009 on their experiences partnering with the U of A. The eighty completed surveys represented a broad swath of the non-profit sector and yielded informative results. For example, while 60% agreed that the U of A is committed to serving the public good, only 20% felt they were knowledgeable about opportunities to partner with the U of A or even where to get such information. **To access the full reports, further resources, event information, and announcements, visit the N-CEL website at <http://www.arts.ualberta.ca/ncel/blog/>**



N-CEL Steering Committee members and guests from Augustana

CSL Across the U of A

Five years ago, all of our CSL classes were in the Faculty of Arts. Since then, not only have we increased the number of courses offered but we have also increased the number of Faculties participating in CSL to five. Various departments in Agriculture, Life and Environmental Sciences; Business; Education; Native Studies; and Physical Education and Recreation have added CSL options to their rosters. Additionally, we have supported several CSL courses at Campus Saint-Jean (CSJ), our French language campus; notably, this summer CSJ education students are in Kenya, delivering classes to middle school children as their service-learning project. And we have begun conversations with instructors in the Faculty of Nursing and the Faculty of Science to integrate CSL into their disciplines.

We have deliberately managed our growth and expansion in order to maintain the integrity of the program while enhancing the possibilities for both cross- and interdisciplinary collaboration amongst departments and Faculties. At the same time, this measured expansion will allow us to support community projects that require cross-disciplinary teams of students – so that in the near future, for example, students from Business classes might work with students from Agriculture, Life and Environmental Sciences to develop marketing and distribution plans for small organic farm organizations.

COMMUNITY-ENGAGEMENT

Humanities 101

Inspired by the idea that the humanities provide essential intellectual skills that promote more active participation in public life, Humanities 101 (Hum101) offers free, non-credit, university-level courses to adult learners who face social and economic barriers to education. In partnership with The Learning Centre Literacy Association at the Boyle Street Community Services Centre, we offered two courses this past year: “What you didn’t learn in school: Education & Society” and “Finding One’s Place: Mapping Community and City in Times of Change.” Led by Dr. Donna Chovanec and graduate students in Education, “Education & Society” explored the nature and purpose of schooling and who benefits from education. In “Mapping Community,” learners produced their own visual, narrative, and cartographic representations of how they experience and orient themselves in the city. Led by Dr. Christopher Fletcher (Anthropology), the class built a map using Google Earth that portrays the geographies of our everyday lives. Explore our map at: <http://www.ualberta.ca/~cf6/HUM101.html>.



Photo by Sheldon Haynes, Humanities 101 participant



Humanities 101 in the Shelters

This year CSL postdoctoral fellow Mebbie Bell also facilitated a pilot project of Humanities 101 specifically designed for the unique needs of women living in second stage domestic violence shelters. The 7-week course *Humanities 101: Home & Community* ran at Wings of Providence Shelter in April/May 2010, with approximately 10 current and former shelter residents participating. Guest speakers from the University of Alberta’s Women’s Studies Program (Dr. Lise Gotell) and the faculties of Law and Native Studies (Dr. Val Napoleon) contributed to the course. Working with readings, photography and creative writing, students explored connections between home and community, such as women’s housing policy, First Nations and family, domestic labour, and cultural stereotypes of home.

287 participating students registered in CSL courses. Of 224 completed surveys, 88% were in a CSL course for the first time.

- Overall positive community experience: 81%
- Would recommend CSL to peers: 80%
- Learned a lot in the course : 79%
- Able to connect CSL with course objectives: 73%
- Agreed there were adequate partners to choose from: 65%
- Agreed placement was a good fit: 80%

33 courses in 20 departments and programs; CSL was required in 17 courses. 27 different instructors, 25 completed surveys, 8 taught a CSL course for the first time.

- Overall positive impression: 89%
- Would recommend CSL to peers: 89%
- Would participate in CSL in the future: 89%
- Changed teaching approach: 12% (of new)
- Effectively incorporated CSL into the course: 67%

INSTRUCTORS

CSL Students

CSL in 2009-2010

COMMUNITY PARTNERS

94 Community Partners. Of 25 completed surveys, 12 were first time mentors.

- Overall positive impression: 92%
- Would recommend to colleagues: 100%
- Not familiar with CSL before: 55% (of new)
- Agreed CSL staff gave helpful info: 75% (of new)
- Able to integrate CSL into work: 72%

- Overall positive impression: 61%
- Would recommend CSL to peers: 49%
- Learned a lot in the course: 76%
- Able to connect CSL with course objectives: 61%
- Agreed there were adequate partners to choose from: 42%
- Would participate in CSL in the future: 46%

NON-CSL STUDENTS* 237 registered in CSL courses. Of 170 completed surveys, 89% were in a CSL course for the first time.

* These students were in classes where CSL was optional but they opted not to participate in it. We also evaluate their experience of being part of CSL classes as we often obtain valuable feedback from them.

Linking Theory and Practice: Perspectives of CSL participants

Linking academic learning to community work is a key objective of service-learning. This year, we focused some evaluation questions on how CSL participants make this link. We first asked more generally about CSL's contribution to students' learning (see chart).

Our results highlight two interrelated facets of CSL: formally connecting classroom and community enhances learning, but such experiential learning exceeds traditional academic parameters. There is general agreement on CSL as a vehicle to learning course material, but even more enthusiasm for how it leads to understanding community. The lower rating students gave to the second question may be an effect of its wording, which in the student survey asked about the impact of course assignments (not CSL generally) on their understanding of their community experience. Students were in fact most positive regarding the impact of CSL on their sense of efficacy toward social change.

These findings reinforce the importance of CSL to community engagement, but also the need to further develop strategies for 'making the link.' To elaborate on this we asked what specific strategies/assignments contributed to students' understanding of the relationship between course material and community experiences.

What strategies help make the link to course material?

For students, being "there," "submersed," able to apply their learning, "witness" real cases, and interact with people in context made the difference in their learning of course material. It is worth noting that students named some of these same strategies when asked what aspects of CSL helped them learn about social issues, but also highlighted the importance of facing difficulties, problem-solving, and working with diverse populations. These findings are consistent with the literature that describes open-ended and challenging experiences as key spaces where learning occurs.

"The journal helped immensely (so I could remember what stuck out during a specific volunteer moment). Also analyzing it beyond what I would have if I was only volunteering."

"...the readings that were assigned replicated my experience within my CSL placement"

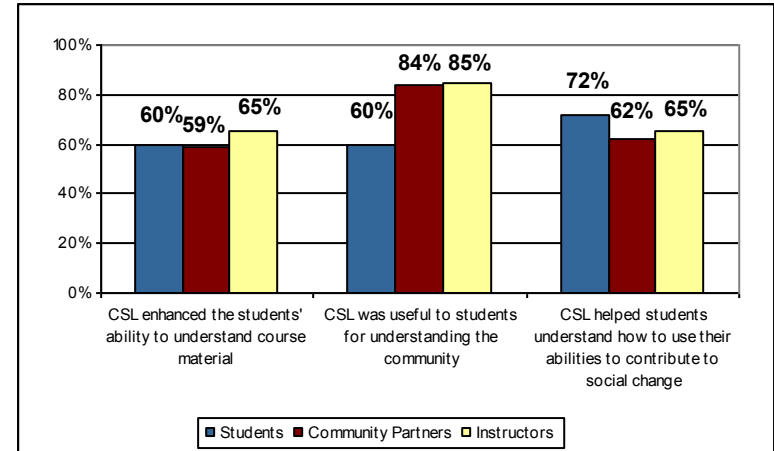
Instructors pointed to semi-structured opportunities for reflection, such as focused discussions, blogs, short reflective papers, and journals. Community partners named equivalent strategies, such as direct mentoring and discussion of the relevance of class themes; but they also emphasized the importance of community projects that could be related to the course and that challenged students to use their skills.

What strategies help students understand their community experiences?

Students emphasized the opportunity to listen, reflect, discuss, and make presentations. They also noted the importance of relevant course readings, photography, free writing exercises, interviewing, and other research techniques.

It is not surprising that instructors named strategies similar to those used to link community experiences to course material, with the addition of assigning readings relevant to community placements. Community partners reiterated the importance of informal and regular discussion, but also offered an important balance of structured and unstructured learning opportunities, from formal orientations and check-ins to encouraging students to ask questions and develop relations with staff and clients.

"Explained our organization, had them working in our facility with volunteers and the public."



BUILDING KNOWLEDGE ABOUT CSL

Disseminating Knowledge about CSL in 2009-2010 - Staff Activities

Conference Papers

Lise Gotell, "Complicating the Victim-Agent Dichotomy: Service-Learning Pedagogy and Sexual Violence." Canadian Women's Studies Association Annual Meeting. Carleton University, Ottawa, ON, May 2009.

Joanne Muzak, "Service-Learning, Women's Studies, and the Dynamics of Privilege." Canadian Women's Studies Association Annual Meeting. Carleton University, Ottawa, ON, May 2009.

Sara Dorow, Alison Taylor, Ruth Wolfe, Leah Trueblood, and Meaghan Goebel, "'The Stranger' in CSL Pedagogy and Research: learning in, through, and for CSL as anti-foundational practice." Ninth International Research Conference on Service Learning and Community Engagement. Ottawa, ON, October 2009.

Poster Presentations

Mebbie Bell, Joanne Muzak, Elizabeth Ocampo, and Lorraine Woollard all participated in the First Annual Celebration of Research & Creative Work in the Faculty of Arts, January 2010 under the CSL banner.

I Learn Because I Do...Making it 'Real' through CSL. 3rd Annual Festival of Teaching and Learning. University of Alberta, February 2010.

Lorraine Woollard and Joan Schiebelbein (CAPS), "On Board Learning: The Non-Profit Board Student Internship Program." Community-University Engagement Showcase III: Towards a More Engaged University. University of Alberta, March 2010.

Joanne Muzak and Christopher Fletcher (Anthropology), "Humanities 101: Finding One's Place: Mapping Community & City in Times of Change." Community-University Engagement Showcase: Towards a More Engaged University. University of Alberta, March 2010.

Selected Presentations

Auralia Brooke, *To Boldly Develop Your Career: Volunteer Locally & Work Abroad.* An International Week event sponsored by CSL Community Service-Learning and CAPS: Your U of A Career Centre. University of Alberta, February 2010.

Sara Dorow, Joanne Muzak, and Lorraine Woollard, along with **Karsten Mündel** (Director of Learning and Beyond at the U of A Augustana campus) delivered a telelearning seminar through CACSL (Canadian Alliance for Community Service Learning) entitled *Creating and Sustaining a CSL Program*. September 2009.

An audio recording of the tele-seminar can be found on the CACSL website: www.communityservicelearning.ca

Honing CSL Goals

A one-day CSL Staff Retreat in March 2010 provided welcome time for reflection on our achievements, challenges, and goals. It also provided an opportunity to revise our guiding objectives as follows:

- Foster personal and intellectual engagement with community;
- Explore multiple ways of knowing;
- Enliven classrooms and communities through mutual exchange;
- Contribute to community-identified needs;
- Develop practical transferable skills;
- Explore diverse forms of social change and citizenship.

CSL COURSES 2009-2010

CSL Courses: Spring/Summer 2010

CSL 350/360	Oil & The Arts: Creative Responses to the Energy Economy
EDUS 350	Stage de formation sur la diversité au Kenya
PERLS 440/441	Play Around the World project & placement

CSL Courses: Winter 2010

ANTHR 424/524	Visual Anthropology
ANTHR 485/585	Topics in Social and Cultural Anthropology
AREC 173	The Plate, the Planet and Society
CSL 100	An Introduction to Community Engagement
CSL 300	CSL: Theory and Practice
DRAMA 459	Creative Collection
ETCAN 501	Methodologies de recherche
FREN 298	Advanced French II
FREN 518	French Translation Seminar
GERM 317	Practical Aspects of German Applied Linguistics
HECOL 492	The Journeys Program
HIST 470	Topics in Canadian Social History
HUCO 530	Project Design and Management
MUSIC 304	Piano Pedagogy II
NS 404	Aboriginal Governance Capstone
PHIL 101	Intro to Philosophy: Values and Society
SCAND 499	Sex, Crime and New Poetics: Subcultures Reflected in Contemporary Scandinavian Fiction
SOC 327	Criminal Justice Administration in Canada
SOC 421	Sociology of Punishment
SMO 488/686	Corporate Social Responsibility & Social Entrepreneurship
SWAH 212	Intermediate Swahili II

CSL Courses: Fall 2009

ANGL 328	Canadian Women's Narrative
DRAMA 407/507	Intergenerational Performance
ENGL 199	Essentials of Writing for Engineering Students
FREN 298	Advanced French II
HECOL 492	The Journeys Program
MLCS 300	Introduction to Translation
MUSIC 303	Piano Pedagogy I
POL S 299	Citizenship for Democracy
SOC 421	Sociology of Punishment
SOC 518	Qualitative Methods in Social Research
W ST 201	Introduction to Women's Studies
W ST 431	Feminism and Sexual Assault

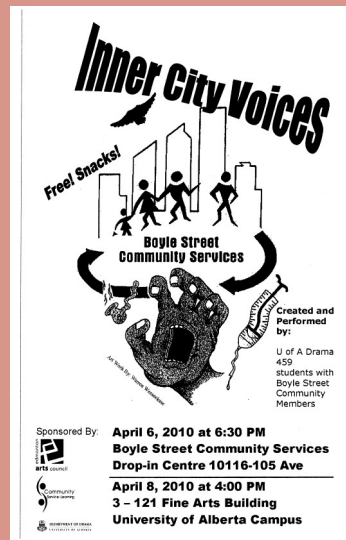
AREC 175: The Plate, the Planet and Society

Students in this course conducted research for Sunrise Farm – a locally based organic farm, dedicated to holistic management – on the potential 'gaps' in ecological food/land stewardship systems as they are being practiced. Topics explored included the effects of livestock grazing and trampling on wetlands and the economic viability of alternative marketing and distribution systems.



French 518: Seminar in French Translation

A key outcome of the Alberta Council of Women's Shelters' world conference in 2008 – which involved CSL students from Women's Studies courses – was the establishment of a Canadian network of women's shelters. Students in French 518 translated documents for dissemination to Quebec members and for posting on the forthcoming website.



Drama 459: Collective Creation – Community Focus in Social Context

Working together, drama students and people who access Boyle Street Community Services created and performed a piece of theatre based on the stories shared and the connections made. Their play, *Inner City Voices*, was staged twice: at the Boyle Street Drop-in Centre and at the Fine Arts Building on the U of A campus.

Community Partners 2009-2010

Aboriginal Women's Professional Assoc.
 Adamant Eve - CJSR
 Alberta Council for Global Cooperation
 Alberta Caregivers Assoc.
 Alberta Council of Women's Shelters
 Alberta Health and Home Care
 Alberta Worker's Health Centre
 Alliance Jeunesse
 Art Gallery of Alberta
 Big Brothers Big Sisters
 Bissell Centre
 Boys and Girls Club of Edmonton
 Campus Food Bank
 Campus Sustainability Coalition
 Caribbean Women's Network
 Catholic Social Services
 Changing Together
 Crossroads
 Edmonton Bicycle Commuters
 Edmonton Federation of Community Leagues
 Edmonton Immigrant Services Association
 Edmonton Mennonite Centre for Newcomers
 Elizabeth Fry Society
 Engineers Without Borders
 Environmental Coordination of Students
 Environmental Law Centre
 Friends of the Lubicon
 George Spady Centre
 Greater Edmonton Foundation Rosslyn Place
 Habitat for Humanity Edmonton
 iHuman Youth Society
 Institute for Sexual Minority Studies & Services
 John Humphrey Centre for Peace & Human Rights

Journeys Cultural Exchange Program
 Keep Edmonton Original
 Lurana Shelter
 Make Poverty History
 McCauley Apartments - E4C
 Mediation and Restorative Justice Society
 Metis Nation of Alberta
 Metis Settlements Appeal Tribunal
 Metis Settlements General Council
 Mustard Seed
 Our Place - E4C
 Ringette Alberta
 Saint-Thomas Community Health Centre
 Sexual Assault Centre of Edmonton
 Sierra Club - Prairie Chapter
 Sinkunia Community Development Assoc.
 Siyawela Foundation
 Sudanese Canadian Association
 Sunrise Farm
 Tanzanian Association of Northern Alberta
 Terra Informa - CJSR
 The Learning Centre
 Treaty 8 First Nations
 U of A Women's Centre
 University of Alberta International Centre
 University of Alberta International Week
 Women's Emergency Accommodation Centre
 Yellowhead Tribal Council
 Youth Emergency Shelter Society
 YMCA Edmonton
 Youth Restorative Action Project
 YWCA

Coming in 2010-11:

- ◆ *Taking Teaching to the Edges...and Beyond!*, a showcase of community-engaged pedagogies, in partnership with the Center for Teaching and Learning (August 11, 2010) Visit the website at www.ctl.ualberta.ca/TotheEdgesandBeyond.html
- ◆ A five-year CSL anniversary celebration on September 21, 2010 at 3:00 pm in the TIMMS Centre
- ◆ Pilot of the CSL Student Peer Mentor Program

CSL Advisory Board 2009/10

Jeff Bisanz
 Jim Bohun
 Russ Dahms
 Nicola Fairbrother
 Martin Garber-Conrad
 Karen Hughes
 Tom Keating
 Sarah-Jean Krahn
 Katherine Olson
 Joan Schiebelbein
 Jan Selman
 Leah Trueblood

CSL Staff

Sara Dorow, Director 780-492-4301 sdorow@ualberta.ca
Lorraine Woollard, Administrative Director 780-492-9252 lmw@ualberta.ca
Auralia Brooke, Partnership Coordinator 780-492-7422 auralia@ualberta.ca
Elizabeth Ocampo-Gomez, Evaluation Coordinator 780-492-2420
Angie Meyer, Office Coordinator 780-492-2420 angie.meyer@ualberta.ca
Mebbie Bell, Post-Doctoral Fellow 780-429-2420 mebbie.bell@ualberta.ca
Joanne Muzak, Special Projects Manager 780-492-2420 jmuzak@ualberta.ca



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

Phone: 780-492-2420
www.csl.ualberta.ca