



2012 ANNUAL
2013 REPORT



UNIVERSITY OF ALBERTA
FACULTY OF ARTS

COMMUNITY SERVICE-LEARNING

MISSION

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

VISION

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

VALUES

Reciprocal relationships among CSL, instructors, community partners, and students that support innovative teaching and learning.

Engaging experiences for students that integrate in-class and out-of-class learning.

Community and university networks of learning.

Safe, accessible, and collaborative learning environments.

Our role as a catalyst for positive change in the university and community.

Our role in facilitating research to inform, support, and share CSL practices.

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Alison Taylor
Director



Sue McKenzie
Manager

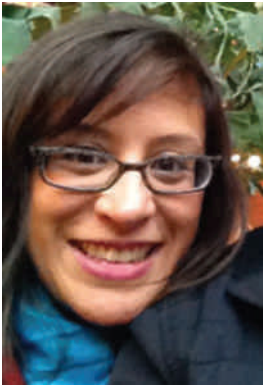
It has been another busy year for staff at CSL. There have been a number of staff changes and a great deal of learning has occurred! We have continued to build on the excellent foundation developed by Dr. Sara Dorow and Lorraine Woollard and other former staff in CSL, including holding our second annual *CSLebration* in April to acknowledge the achievements of our community partners, instructors, and students. That month, we also held our inaugural seminar, "Learning through partnership" to spread the word about the wonderful work undertaken by our partnership grant recipients. Invitations to join our CSL research group resulted in an overwhelming response from instructors and graduate students, and we meet monthly to discuss ideas and to present our work. Our Partners in Education (PIE) initiative was also launched this year, allowing community partners to participate in university courses. Finally, we developed our mission, vision, and values statements. In the year ahead, we look forward to continuing to develop impactful models of community-university engagement.

A handwritten signature in black ink that reads "Alison Taylor".

A handwritten signature in black ink that reads "Sue McKenzie".

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WHO WE ARE



This year I have had the opportunity to connect with amazing community partners, who support students to complete impactful projects in non-profit organizations across the city, and dedicated CSL instructors, who inspire students to meet the challenge of thinking critically.

Lynn Sutankayo

Partnership Coordinator

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



Erin Kelly

Partnership Coordinator

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



Angie Meyer

Office Assistant



Jill Flaman

Program Coordinator

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

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



Lisa Prins

Humanities 101 Coordinator

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



Fauza Mohamed

Evaluation Coordinator

Here are just a few examples of the great projects CSL students contributed to this year:

GirlSpace Mentors – YWCA Edmonton / WST 201

Community Supervisor: Trina Hritzuk; Instructor: Dorothy Woodman

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

Classroom Volunteers + Translation Assistance – Ecole Escuela Grandin School / FREN 298, EDUF 235, SPAN 406

Community Supervisor: Lorraine Press; Instructors: Mathieu Martin-LeBlanc, Mary Richards, Odile Cisneros

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

Citizenship Ceremony Projects

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

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

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

CSL 300 - Instructor: Mary Richards

A student took on the role of Volunteer Coordinator, attended training sessions, coordinated logistics, and collected English 124 student transcriptions.



GRADUATES OF THE NON-PROFIT BOARD
STUDENT INTERNSHIP PROGRAM

Melinda Calayo	SKILLS Society
Mireille Chamberland	Public Interest Alberta
Meghan Furler	Boyle Street Community League
Cammille Hunt	Hope Heels Service Dog Team Building Institute
Katherine MacDonald	HIV Edmonton
Jessica Macumber	Community Options: A Society for Children and Families
Kyla Pascal	The Marek Jablonski Endowment Fund
Asyah Saif	The Learning Centre Literacy Association
Stephanie Spafford	Sustainable Food Edmonton
Jason Zhong	Bissell Centre



What I value most about my experience in the NPB internship was the ability to connect with people outside of the university. This was a great way to learn about the community but also to build relationships with people who are committed to social justice, thoughtful engagement with social problems, and to have professional connections with people I respect to carry into the future.

Katie MacDonald

RECIPIENTS OF THE CERTIFICATE IN COMMUNITY
ENGAGEMENT + SERVICE-LEARNING

Anneka Baker	Human Geography (Arts)
Nimo Bille	Elementary Education (Education)
Alana Cabana	Women's Studies (Arts)
Mireille Chamberland	Political Science (Arts)
Leanne Doherty	Art + Design (Arts)
Jeffrey Grykuliak	Active Living, Health, + Well-Being (PHYS ED)
Juliana Ho	Political Science (Arts)
Keltie Hutchinson	Psychology (Arts)
Maria Khan	Biological Sciences (Science)
Elizabeth Macklem	Psychology (Arts)
Jessica Macumber	Psychology (Arts)
Ubah Mohamoud	Psychology (Science)
Maria Montenegro	Environmental + Conservation Sciences (ALES)
Ashling Murphy	Native Studies (Native Studies)
Kyla Pascal	Political Science (Arts)
Nancy Pinto	Spanish Language + Literature (Arts)
Melissa Rodenburg	Psychology (Arts)
Stephanie Spafford	History (Arts)
Karissa VanderLeek	Spanish Language + Literature (Arts)

From *Learning and Beyond* (LAB) at Augustana Campus:

Alison Bortolon	Global + Development Studies (Arts)
Kelly Canning	Psychology (Arts)
Kimberly Carwell	Psychology (Arts)
Calee Dufva	Political Studies (Arts)
Yun-Wen Huang	Business Economics (Management)
Paul Kolida	Business Economics (Management)
L.Rajan Rathnavalu	Philosophy + Religion (Arts)
Ashley Sacha	Business Economics (Management)
Tamara Zembal	Environmental Science (Science)

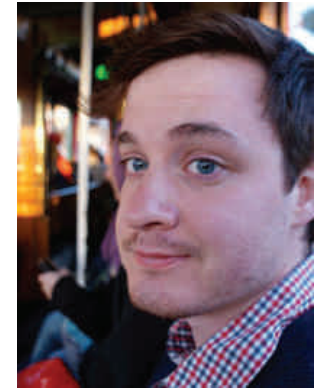
Congratulations everyone!

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

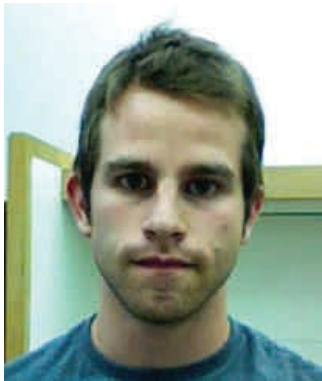


Kyla Pascal
Winter 2013 Intern

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



Jake Papineau
Fall 2013 Intern



Peter Selcuk
Bursary Recipient

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



Erika Luckert
Recipient of the
Lynn Morgan
Scholarship in CSL

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

PROJECT CITIZENSHIP projectcitizenship.tumblr.com

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

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

*Ben Weinlick
Project Citizenship Coordinator*

**SUSTAINABLE FOOD INITIATIVE** www.sustainablefooduofa.ca

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

Thanks to the partnership grant, we have worked with over 60 students and have tackled numerous projects related to sustainable food on campus -

including: waste management, the history of food on campus, alternative food businesses, grocery items, and food labeling. Currently, the Sustainable Food Initiative is in a transition period with plans to revamp and expand its mandate in order to more successfully work with partners across campus and continue to improve the food environment at the U of A.

*Nikki Way
SFI Project Coordinator*



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

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

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

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

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

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

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

Power of Words

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

A Community Learner



CSL EVALUATION

STUDENTS

940 registered in CSL component of course

Up **18%** from previous school year

84% had a good impression of CSL

78% stated CSL made them more aware of knowledge generated by both the University and community

75% stated that CSL helped them to understand how they can contribute to social change

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

Student survey response

INSTRUCTORS

50 different instructors

Up **14%** from previous school year

90% would recommend CSL to other university instructors

95% stated CSL enhanced students' learning

90% felt there was a good fit between the course material and the community placements

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

Instructor survey response

COMMUNITY PARTNERS

164 community partners

Up **61%** from previous school year

89% stated that CSL helped their organization to complete some of its project needs

91% observed CSL students develop transferable skills during their placement such as leadership, communication, and research

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

Community Partner survey response

Evaluations are carried out at the end of each term with instructors, CSL students, non-CSL students, and community partners. A complete summary of data is available in the 2012-2013 Evaluation Report on our website.

A snapshot of the dominant themes from responses to the CSL evaluation questionnaires this year:

STUDENTS

Developed a deeper understanding of social issues -

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

Developed a stronger understanding of courses concepts -

The most meaningful aspect was the different environment to learn the same material as covered in the course. The different context made learning and connections more vivid.

Our CSL partner gave students access to knowledge they would otherwise have struggled to learn on their own. It also put some of our general class discussions into a practical, real-world context.

INSTRUCTORS

- Enhanced student understanding of course material

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

- Helped instructors to reflect on their teaching

COMMUNITY PARTNERS

Students were positive role models to other volunteers -

The community members we worked with were energized and validated to see that people outside of their neighbourhood were interested in the work they are doing.

CSL allows students to put ideas to work -

The students learned about the complexity of sustainability in a way that cannot be taught in classwork. They explored topics through real life examples.

This past year, we invited instructors, post-doctoral researchers, and graduate students interested in researching CSL to join us to share ideas and work-in-progress. Our goal is to develop a community of practice around research into experiential learning.

CSL Research Publications by U of A Instructors

Sara Dorow, Ruth Wolfe, **Alison Taylor**, Leah Trueblood, + Meaghan Goebel. (2013). 'The stranger' in CSL pedagogy and research: learning in, through, and for CSL as anti-foundational practice. In Lynette Shultz + Tania Kajner (Eds.), Education and the political project of engagement and disengagement. Boston, MA: Sense Publishers.

Tania Kajner, Donna Chovanec, Misty Underwood, + Ayesha Mian. (2013 Spring). Critical community service learning: Combining critical classroom pedagogy with activist community placements. Michigan Journal of Community Service Learning, pp. 36-48.

Alison Taylor. (2012). Community service-learning as a critical and reflexive pedagogy. First International Professional Practice, Education and Learning (ProPel) Conference proceedings. University of Stirling, Stirling, Scotland.

Alison Taylor. (forthcoming). Community service-learning and cultural-historical activity theory. Canadian Journal of Higher Education.

Conference Papers

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

Lisa Prins, Dr. Margot Leigh Butler, Becky Cory, Mary Lu Redden, Jeanette Eby, + Jill Zmud. (June 2013). No Carrots, No Sticks: University Set Free. Presented at CU Expo 2013, Corner Brook, Newfoundland.

Lisa Prins, Joe Corrigan, Ana Laura Pauchulo + Auralia Brooke. (June 2013). Learning at the Centre: Building Research and Evaluation Capacity in a Community-Based Classroom. Paper presented at Canadian Society for the Study of Higher Education meeting, Victoria, British Columbia.

Alison Taylor + Sue McKenzie-Robblee. (March 2013). Community service-learning: The importance of addressing institutional and pedagogical tensions. Olive Yonge Research Day presentation, Faculty of Nursing, Edmonton, Alberta.

Research Grants

Teaching and Learning Enhancement Fund. Evaluating the Long-Term Student Outcomes of CSL Participation, 2013-15
Investigators: **Alison Taylor**, John Simpson, Zane Hamm, + Mary Richards. *We acknowledge funding also from the Edmonton Community Foundation for this project.

Award Winners

Lisa Prins, Humanities 101 Coordinator - Faculty of Extension Lifelong Learner Award for Excellence in Graduate Studies

Paulina Retamales, Faculty of Physical Education + Recreation - Graduate Student Teaching Award

Carrie Smith-Prei, Faculty of Arts - Provost's Award for Early Achievement of Excellence in Undergraduate Teaching

FALL 2012

AREC 173	The Plate, The Planet, + Society
CSL 100	An Introduction to Community Engagement
CSL 350	Journeys Cultural Exchange Program
DRAMA 407/507	Intergenerational Theatre
EDPS 360	Education + Society
EDSE 501	Participatory Research
EDU F 235	Ecole et Societe: Les Enjeux de la Diversite Contemporaine
ENGL 123	Literature in Global Perspective
FREN 298	Advanced French II
FREN 480/580	Children's Literature in French
INT D 361	Fundamentals of Energy, Environment, + Sustainability
MARK 455/655	Sustainability + Responsible Marketing
MLCS 300	Introduction to Translation
PEDS 205	Introduction to Outdoor Environmental Education
PERLS 335	Volunteer Management in Recreation, Sport, + Physical Activity
PHIL 101	Values + Society
PHIL 102	Knowledge + Reality
PSYCO 325	Applied Research in Developmental Psychology
PSYCO 329	Adult Development + Aging
SOC 100	Introduction to Sociology
SOC 343	Social Movements
SOC 429	Sociology of Law
SPAN 405	Exercices in Translation: Spanish into English
SPAN 455	Literature, War, + Revolution in Spanish America
WRITE 399	Projects in Genres: A Poetics Eutopic
WRS 302	Proposal Writing
W ST 201	Introduction to Women's Studies

WINTER 2013

CSL 300	Theory + Practice in Community Service-Learning
CSL 350	The Journeys Cultural Exchange Program
DRAMA 507	Project in Intergenerational Theatre
ED PS 545	Learning + the Workplace
EDSE 451	Integrating Theory + Classroom Practice in the Advanced Professional Term (for Drama Majors)
EDU F 235	Ecole et Societe: Les Enjeux de la Diversite Contemporaine
ENGL 124	Literary Analysis
ENGL 220	Reading Politics: Gender + Sexuality
FREN 298	Advanced French II
GERM 353	Myths, Tales, + Legends
HIST 470	Topics in Canadian Social + Cultural History
LA ST 210	South America
NS 430/550	Aboriginal Governance + Partnership Capstone
PEDS 471	Active Living for Individuals with Developmental Disabilities
PHIL 101	Values + Society
PHIL 366	Computers + Culture
PSYCO 325	Applied Research in Developmental Psychology
PSYCO 329	Adult Development + Aging
SMO 438/637	Managing Public, Not-for-Profit Organizations
SOC 518	Qualitative Methods in Social Research
SPAN 325	Introduction to Cinema
SPAN 406/698	Exercices in Translation: English into Spanish
W ST 201	Introduction to Women's Studies
WRS 101	Exploring Writing
WRS 305	Risk Communication

SPRING/SUMMER 2013

ALES 291	Urban Plants: Gardening + Sustainability
CSL 350/360	Oil + Community: Oil + Social Economy
ENGL 108	Introduction to Language + Literature
MUSIC 365	Popular Music of the World
POL S 324	Topics in Canadian Politics: Research for the Community

ABC Headstart

Action Coalition on Human Trafficking
 Adult Day Support Program
 Alberta Caregivers Association
 Alberta Council for Global Cooperation
 Alberta Lung Association
 Alberta Public Interest Research Group
 Alberta Volleyball Association
 amiskwaciy Academy
 APPLE Schools (Sakaw School)
 Arts on the Ave Edmonton Society
 Aspen Foundation for Labour Education
 Austin O'Brien High School
 Belmead School
 Bent Arrow Traditional Healing Society
 Bessie Nichols School
 Bishop Savaryn
 Bissell Centre
 Boyle McCauley Health Centre
 Braemar School
 Campus Food Bank
 Campus Saint-Jean International Student Services
 Canadian Council for Refugees Youth Network
 Canadian Pediatric Sleep Network
 CAPS: Your U of A Career Centre
 Cash Mob Edmonton
 Catholic Social Services
 Centre for Autism Services Alberta
 Centre for Ethnomusicology
 Centre for Public Involvement
 Chaka ne Mbira
 Change for Children Association
 Changing Together: A Centre for Immigrant Women
 Child Adolescent + Family Mental Health
 City Of Edmonton
 CJSR Radio
 Cloverbar School
 Confederacy of Treaty 6 First Nations
 Coronation School
 Council for the Advancement of Native Development Officers
 Crestwood School
 Cuba Edmonton Solidarity Committee

Delton School

Devonian Botanic Garden
 Discover Governance
 E4C
 Ecole a la Decouverte
 Ecole Alexandre Tache
 Ecole Joseph-Moreau
 Ecole La Mission
 Ecole/Escuela Grandin School
 Edmonton + Area Land Trust
 Edmonton Immigrant Services Association
 Edmonton Inuit Cultural Society
 Edmonton Mennonite Centre for Newcomers
 Edmonton Seniors Activity Centre
 Edmonton Social Planning Council
 Edmonton's NextGen
 Elizabeth Fry Society of Edmonton
 Ellerslie Campus School
 Feminists at the University of Alberta
 Forest Heights School
 Fruits of Sherbrooke
 Garneau/University Early Learning Centre
 Gender Based Violence Prevention
 George Spady Society
 German Language School Society of Edmonton
 Global Cafe
 Global Visions Film Festival
 Good Samaritan Society
 Government of Alberta
 Grandview Heights School
 Greater Edmonton Foundation
 Green + Gold Community Garden
 Growing Food Security in Alberta
 Hardisty School
 Hillview School
 Holy Spirit Lutheran Church Community Garden
 Homeward Trust
 Hope Mission
 HUB Career Centre
 Humanities 101
 iHuman Youth Society
 Indra Congress (Ireland)
 Inner City Children's Program
 Institute for Canadian Citizenship - Edmonton Committee
 Institute for Sexual Minority Studies + Services

Institute for the Advancement of Aboriginal Women
 Jasper Place High School
 John Humphrey Centre for Peace + Human Rights
 Knottwood Parents as Champions
 L'UniTheatre
 Lakedell School
 Lamont Health Care Centre
 LaPerle Elementary School
 Laurier Heights School
 The Learning Centre Literacy Association
 Leo Nickerson Elementary
 Lillian Osborne School Gay Straight Alliance
 Loyal Edmonton Regiment
 Lurana Shelter Society
 McCauley Neighbourhood Empowerment Team
 Metis Settlements Appeal Tribunal
 Miyo Wahkotowin Education
 Monsignor Fee Otterson School
 Multicultural Women's + Services Association
 Music is a Weapon
 The Mustard Seed
 National Addictions Awareness Week
 Nina Haggerty Centre for the Arts
 Oliver Community League
 Operation Friendship Seniors Society
 Operation Fruit Rescue Edmonton
 Patricia Heights School
 Pembina Institute
 Play Around the World
 Pride Centre of Edmonton
 Prince Charles School
 Public Foundation for Art + Life
 Public Interest Alberta
 REACH Edmonton
 Rideau Park School
 Rio Terrace School
 Royal Alberta Museum
 Rutherford Library
 Safewalk
 Saint Thomas Community Health Centre
 Scout.e.s. Francophones d'Edmonton
 Seniors Association of Greater Edmonton
 Sexual Assault Centre of Edmonton
 Shepherd's Care Foundation
 Sinkunia Community Development Organization

CSL COMMUNITY PARTNERS

13

SKILLS Society
 Sombrilla International Development Society
 St. Benedict School
 St. James Elementary
 St. Martha School
 Sunrise Farms
 Sustainable Food Edmonton
 Sustainable Food Initiative
 Thorncliffe Community School
 Transgender, Transsexual, Intersex + Questioning Peer Support Group
 Treaty 8 First Nations
 Tribal Chief Ventures
 Two Spirit Circle of Edmonton Society
 United Way
 University Infant Toddler Centre
 U of A International Centre
 U of A Office of the Provost
 U of A Office of the Registrar
 U of A Residence Services
 U of A Students' Union
 U of A Office of Sustainability
 Wicihitowin: Circle of Shared Responsibility + Stewardship
 Winnifred Stewart Association
 Workers Health Centre
 YOUCAN Youth Services
 Youth Empowerment + Support Services
 Youth Restorative Action Project
 YWCA Edmonton



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

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

*Shawna Hohendorff, Program Coordinator, Kindred House
 PIE Student, Fall 2012*

CSL is able to support creative community-engaged people and projects because of the generous support of our funders:

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

Thank you to our Advisory Board:

Mandie Abrams
Jeff Bisanz
Jim Bohun
Wendy Aujla
Dustin Chelen
Sara Dorow
Pat Conrad
Martin Garber-Conrad
Andrea Mondor
Joan Schiebelbein
Jan Selman
Leo Wong
Heather Zwicker

COMMUNITY SERVICE-LEARNING

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