

ANNUAL REPORT 2017 | 2018

COMMUNITY SERVICE - LEARNING



UNIVERSITY OF ALBERTA
COMMUNITY SERVICE-LEARNING





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MESSAGE FROM THE DIRECTOR



It's my pleasure to write to you at the completion of another academic year of Community Service-Learning on the North Campus (you'll see this year an insert from the terrific CSL program at Augustana campus as well).

The scope of our learning activities has never been greater, and the work of all of our collaborators in CSL – students, community based organizations, instructors, Advisory Board, staff and allies – is arguably more recognized on campus and in the community than ever before.

Last November our Advisory Board endorsed CSL's new Mission, Vision, Values and Objectives for 2018-2022. We spent just over a year in consultations and engagements to produce this path forward. I encourage you to read the full statements on the following page. These stand us in good stead for the years ahead.

Some highlights for me this past year include: our newly designed Pathways Program collaboration with the Arts Work Experience program, giving 4 of our students the opportunity for a paid summer internship with an Edmonton not-for-profit; the 10th Anniversary Celebration and Conference for the Humanities 101 community; our new evaluation and partner matching software programs to better connect communities and our university; and opportunities to speak about

the CSL program to our University Senate and the President's Circle of Friends gathering in Calgary.

Of course, there are always hiccups as well as successes. After two years of work, and due to circumstances completely beyond our control, our global service-learning venture in Nicaragua had to be cancelled. Nonetheless, and as you will read in these pages, our CSL team and students redoubled in their efforts to create solidarity with their international partners.

As the field of 'work-integrated learning' expands in Canadian higher education, CSL retains a very important and distinct role in deepening students' academic learning as they learn from and support our community partners in working for a more just and inclusive society.

I am deeply grateful and give thanks to all those who have contributed to the success of our program. In particular, I recognize our donors for their continuing support, and also the executive leadership within the Faculty of Arts for its commitment to experiential learning.

Sincerely,

David Peacock, PhD

MISSION, VISION, VALUES

2018-2022



CSL MISSION

Community Service-Learning (CSL) fosters reciprocal relationships amongst UAlberta instructors and staff, community partners and learners to create opportunities for their reflective participation in socially responsive, community engaged learning and research activities.

CSL VISION

CSL is recognized in Canadian higher education, at UAlberta and by the Edmonton community as a program that brokers knowledge for social impact and positive social change. With support from public and private partners, and by linking together community organizations, learners, academic instructors and researchers, CSL deepens student learning and generates social innovation to address complex social problems.

CSL VALUES

Indigenous ways of knowing and being: recognizing we are situated in Amiskwacîwâskahikan on Treaty 6 territory, the territory of the Papaschase, and the homeland of the Métis Nation

Dialogical learning: integrating in-class and community based learning experiences

Community knowledges: valuing community members and partners as knowledgeable, skilled and actively making positive social change

Collaboration: bridging institutional boundaries to connect people and partners

Social inclusion and social justice: creating socially inclusive learning spaces on campus and in community, accessible to a diversity of learners

Arts-based and arts-informed approaches: generating and communicating community engaged learning and research outcomes

Global citizenship: community partners, university instructors and staff jointly co-educating students to positively contribute to communities, from the local to the global

Innovative teaching and research: opening up our courses and research to community wisdom and aspirations

CSL OBJECTIVES can be found on our website at uab.ca/CSL



EVALUATION

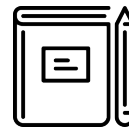
**2017|
2018**



1781
STUDENTS



51
UNIQUE
INSTRUCTORS



78
COURSES +
SECTIONS



173
COMMUNITY
PARTNERS

In 2017|2018 CSL conducted a meta-evaluation of our program's impacts and evaluated all the evaluations we have conducted since **2004|2005**. Here are some highlights:

Since the 2004|2005 **8662** students have completed academic courses with CSL components

605 courses (and sections) have been offered that have enabled students a chance to do CSL

Students have contributed approximately **173 240** hours of non-paid service in the community (20-30 hours/person per term)

200 community partners have participated in the program, of which 90% are non-profit entities (others include schools, the Government of Alberta and the City of Edmonton)

There is a general consensus amongst students (**89%**), instructors (**89%**) and community partners (**88%**) that CSL enhances student learning and is an effective teaching/learning strategy

72
PERCENT

Students believe that involvement with CSL made them aware of community sector knowledge generation

72
PERCENT

Students stated that CSL helped them understand how capacities gained through CSL can contribute to social change

87
PERCENT

Community partners stated that CSL helped their organizations accomplish some of their project needs

80
PERCENT

Instructors believed that CSL enhanced their classroom learning environment

COMMUNITY PARTNERS

Since 2003, CSL has partnered with over two hundred community organizations of all types and sizes in and around Edmonton, from small grassroots groups to large non-profit organizations.

Community partners are vital to the functioning of CSL. They co-educate students in community issues and increase public awareness of key social issues.



- ABC Headstart
- Action for Healthy Communities
- Adaptabilities
- Alberta Aviation Museum
- Alberta Council for Global Cooperation
- Alberta Green Economy Network
- Alberta Public Interest Research Group
- Aldergrove School
- ALES Student Engagement Programming
- Allendale Community League
- Archbishop O'Leary High School
- Ben Calf Robe Leadership Program
- Bent Arrow Traditional Healing Society
- BMHC – Dim Sum/FootCare/Haart + Kindred House
- Borderlines Writer's Circle
- Boyle Street Community Services
- Braided Journeys
- Campus Food Bank
- Canada China Friendship Society
- CANAVUA
- Canterbury Foundation
- Capital Care Kipnes Seniors Centre
- Capital Region Housing
- Catholic Social Services
- Centre d'Accueil d'Établissement
- Centre High
- Cerebral Palsy Association
- CHANGE Adventure Camp
- Child Friendly Housing Coalition
- Chollo Community Society
- City of Edmonton – Master Composter Program
- CJSR Campus Radio
- Compass Centre for Sexual Wellness
- Compassion House Foundation
- Confucius Institute
- Covenant Care St. Thomas
- Cross Cancer Institute
- DiscoverE
- Diversity Magazine
- E4C – ArtStart + WEAC
- École Father Leo Green
- École Maurice Lavallee
- École Pere Lacombe
- Edmonton Down Syndrome Society
- Edmonton Garrison Military Family Resource Centre
- Edmonton Humane Society
- Edmonton Immigrant Services Association + Language Bank



Edmonton International Street Festival
 Edmonton Islamic Academy
 Edmonton Mennonite Centre for Newcomers
 Edmonton Multicultural Coalition
 Education Advocacy Program
 Elizabeth Fry Society of Edmonton
 Dr. Lila Fahlman
 Festival du Canoë Volant
 Facilitator for Family Education + Development Association of Alberta
 Food4Good
 Foote Theatre School
 Franco Friends
 Frontier College
 Fruits of Sherbrooke
 Garneau/University Early Learning Centre
 The Gateway Association
 GEF Seniors Housing
 Good Samaritan Society - CHOICE + Wedman House
 Grandin School Advisory Council
 GROW
 Hazeldean School
 Healthy Campus Unit
 HIV Edmonton
 Hope Mission
 Hope Mission Teglar Youth Centre
 HUM 101
 Humanities + Social Sciences Library
 iCare
 InfoLink
 Inner City Youth Association
 Institut Guy Lacombe de la Famille
 iSMSS – Pride Week
 Jasper Place High School
 John Howard Society
 Journeys Cultural Exchange Program
 Junior Achievement
 Keepers of the Athabasca
 L'Arche
 L'UniThéâtre
 Lady Flower Gardens
 Laurier Heights School EPSB
 The Learning Centre Literacy Association
 Learning Disabilities Association of Alberta
 Let's Talk Science
 Little Warriors
 M.E. Lazerte School
 Mary Butterworth School
 Multicultural Health Brokers – Youth Groups
 McKernan Junior High
 Men's Health Collective
 Migrante Alberta
 Monsignor Fee Otterson Elementary + High School
 Northern Alberta MS Clinic
 Nutrition Students Teachers Exercising with Parents Edmonton

Office of Sustainability
 Operation Friendship Seniors Society
 Old Strathcona Youth Society
 Paralympic Sports Association
 Parkinson Alberta
 Peer Support Centre – Accessibility Research
 Pesticide Free Edmonton
 Pride Centre
 Reuben Quinn – Indigenous Language Instructors
 River City Chicken Cooperative
 River Valley Alliance
 Ronald McDonald House
 Safewalk
 SAGE
 Sanctuary City YEG
 Scouts
 Sifton Elementary School
 Silver Skate Festival
 Sinkunia
 Special Olympics Alberta
 St. Joseph Catholic School
 St. Mark Junior High School
 Start2Finish
 Steadward Centre
 Strathcona Place Seniors Centre
 Strathcona High School
 Study Buddy
 Sustain SU
 UAlberta Career Centre
 UAlberta Students' Union
 University Infant + Toddler Centre
 U School
 Victoria Composite High School
 Westlawn Junior High School
 Writers' Guild of Alberta
 YOUCAN Youth Services
 Young Agrarians
 YRAP



STUDENTS

CERTIFICATE IN COMMUNITY ENGAGEMENT + SERVICE-LEARNING

The Certificate allows students to demonstrate that they have significantly integrated CSL into their post-secondary education. The knowledge and experience students gain through service-learning are relevant and applicable to a wide range of careers including those in NGOs, the volunteer sector, business, government, and academic institutions. Congratulations to all of the students who spent over 100 hours in community to obtain their certificate in 2018.



Salman Ahmed (Faculty of Education)
Jessie Crossley (Faculty of Arts)
Heather Finlay (Faculty of Education)
Jenna Geldart (Faculty of Arts)
Linda Gisenya (Faculty of Arts)
Lindsey Johnson (School of Business)
Samantha Lopez (Faculty of Arts)
Nicole Nieberding (Faculty of Science)
Mishma Sanjina (Faculty of Arts)



NON-PROFIT BOARD INTERNSHIP PROGRAM

The NPBI program provides UAlberta undergraduate and graduate students the opportunity to learn a variety of practices and skills required for serving on the boards of community-based non-profit organizations. This past year 20 community-engaged interns received mentorship from 20 community board volunteers.

Brandi Bowers - You Can Ride 2
Chelsey Clarke - Starfish Family Resources
Elliot Damasah - Sinkunia
Eunice Doroni - InterVivos
Mark Du - John Humphrey Centre for Peace + Human Rights
Linda Gisenya - Sombrilla
Isha Godara - SAGE
Karli Grove - Edmonton Bicycle Commuters
Jerry Han - Candora
Keren Hernandez - CCI-LEX
Jakia Jari - The iCare Initiative
Michal Juhas - George Spady Society
Harman Kang - Bissell Centre
Breanna Moffat - Amity House
Julie Moysiuk - Community Options
Cristiana Pop - RISE
Sara Szabo - SKILLS Society
Melissa Tirkha - Edmonton Aboriginal Seniors Centre
Rachel Veinott-McKeough - Canadians for a Civil Society
Andy Zheng - Edmonton Heritage Council



FALL 2017 INTERN

Cassidy Cook

“CSL is great because it teaches students to reflect on their experience. Reflecting is absolutely critical, and not only does it help build more conscious citizens, it helps students build their critical thinking skills. They learn to think critically about themselves and their own actions, and when this happens, they are able to grow as people.”

I had the opportunity to be the CSL student intern, which was a really amazing experience. It gave me a lot of great insight into how non-profits operate. The best part about it was that it gave me so many opportunities to meet so many amazing people! I spent a lot of time talking with students about CSL, about their experiences, and it always amazed me to see how dedicated and creative my fellow students are. I also got to talk to a lot of instructors and community partners about their involvement with CSL, and the stories that they shared were so powerful. Everyone I met was so welcoming and so dedicated to their work.”



WINTER 2018 INTERN

Eunice Doroni

“Having the CSL certificate attached to your degree means so much. I’ve had a couple of government jobs, and when they see that I’ve done so much volunteer work, they wonder how I had time to do all of that, and it’s because it’s integrated into my schoolwork.”

I have learned so many new things through CSL. Really thinking about what the community is going to get back from the work that you do, you’re not just doing it for a grade, you’re actually going to do something to help this organization. That’s something that I’ve taken with me in everything that I do. I enjoy interacting with people, and now I really think, “What kind of impact are all these little things that I’m doing going to have on these people’s lives, either directly or indirectly?”. Although my time as the intern has come to a close, I will continue to promote the program after the fact, knowing how much it has impacted me and my journey, and the others I’ve met as an intern.”



PATHWAYS

Pathways enables UAlberta CSL students to deepen their engagement with Edmonton's non-profit communities and features a paid summer internship. Meet the 2018 cohort:



Serena Bayford: Gateway Association

“Throughout my Pathways placement I have gained so much valuable real-life experience in the non-profit sector. I love that my work meaningfully contributes to the community, and that I have great support from both my CSL coordinator and my employer. I think the Pathways program is truly unique and I would recommend it to anyone looking to get involved in the non-profit sector, or even just looking to get involved in the community.”



Campion Cottrell-McDermott: Lady Flower Gardens

“My placement at Lady Flower Gardens has been an immersive experience in what it means to create an inclusive and accessible community. By working together in the garden not only are we working to improve mental health, but to create connections with one another while developing sustainable food security!”



Ravia Dhaliwal: Norwood Child + Family Resource Centre

“My summer internship through the Pathways program has been a hands-on educational experience which has allowed me to observe and take part in the daily functioning of a non-profit through working with the Communications team, and have experience as a front-line worker by working with the Family Education team.”



Juanita Gnanapragasam: Pathways Project Coordinator Intern

“The Pathways Coordinator position has allowed me an opportunity to apply learnings from my degree and build skills in student support and evaluation in a sector I am passionate about working in.”



Kya Rawlings: Norwood Child + Family Resource Centre

“I am working as a Early Child Educator - I am having an incredible time, and learning so much.”

INSTRUCTORS



Mathieu Martin-LeBlanc's passion for language teaching has earned him several teaching awards such as the William Hardy Alexander Award for Excellence in Undergraduate Teaching in recognition of his outstanding contributions in the area of undergraduate teaching, and the 2018 CSL Instructor Teaching Award for his long-standing work with CSL to bring the community and the classroom together.

"I can't believe that there's such a big French community in Edmonton. I've lived here my whole life, how did I not know this?" (FREN 298 CSL student). When a student has this realization, I know I've done something positive to move the conversation forward in terms of breaking down cultural barriers between French and English Canada. Such moments of cultural awakening motivate me as an educator.

As a general rule, I teach the way I want to be taught and CSL best reflects my approach to language teaching. I offer a real context for the language to come alive for my students. In other words, CSL adds life to the language, the classroom, and gives language-learning meaning.

To truly learn a language, one needs to be immersed in it and influenced by the various accents and expressions that come from its cultures. Community placements give my students a broader understanding of French Canada and expose them to its realities, struggles, cultural diversity, multiculturalism, history and ever-evolving survival. In many ways, my students are exposed to real-world language for the first time.

When I embarked on language learning as an adult, the language and its people intrigued me, but only when I was immersed in it that I was able to absorb its meaning. I experienced culture shock, but also a sort of "language shock". My classroom training did not adequately prepare me for what I would encounter interacting with native speakers. CSL allows me to re-create this shock for my students, all the while supporting our local French-speaking community and creating life-long connections with its people.

I truly thrive on the human element of CSL. The unexpected is welcomed and encouraged into the classroom and in turn stimulates authentic discussions about lived experiences in the community. As an instructor, I see the limitless opportunities for language exercises, but on a grander scale, I have a responsibility as an academic to engage my students, foster responsible citizens, and allow space for personal growth.

CSL is mandatory in my classroom. I require an open mindedness to see the world through a different lens, a respectful and responsible approach to learning, and a willingness to do something for the benefit of others. Community engagement brings forward challenging questions for any university student, but addressing these challenges in a second or third language allows for an opportunity for substantial personal growth and reaching new heights of language acquisition."

Mathieu-Martin Leblanc
French + Spanish Language Instructor
CSL Instructor

COURSES

CSL is integrated into a broad range of courses in many departments and faculties across the UAlberta campus and within CSL-designated courses that allow students to develop their understandings of CSL theory and practice.

The following courses ran from Fall 2017 to Summer 2018:

AGRICULTURAL, LIFE + ENVIRONMENTAL SCIENCES

ALES 204	Communication Fundamentals for Professionals
AREC 173	The Plate, the Planet + Society
HECOL 301	Program Planning + Evaluation

ALBERTA SCHOOL OF BUSINESS

MARK 312	Marketing Research
MARK 455/655	Sustainability + Responsible Marketing
SMO 438/637	Managing Not-for-Profit Organizations

ARTS

CSL 100	An Introduction to Community Engagement
CSL 300	Theory + Practice in Community Service-Learning
CSL 350/360	Global Service-Learning + Solidarity in Nicaragua
DRAMA 427/507	Topics in Community Based + Applied Theatre
ENGL 102	Introduction to Critical Analysis
FREN 298	Advanced French II
FREN 454/554	Translation English into French
GSJ 501	Praxis Workshop
HIST 377	Canada since 1945
HuCo 530	Project Design + Management in Humanities Computing
LA ST 210	Introduction to Latin American Studies
LA ST 311	Latin America + the Cultures of Popular Music
MLCS 199	Special Topics
MLCS 204	Forms of Folklore
MLCS 299	Comedy Across Cultures
MLCS 300	Introduction to Translation
MUSIC 468/568	Ethnomusicology of the Arab World
PSYCO 305	Language + Communication
PSYCO 305	Developmental Psychopathology
PSYCO 325	Applied Research in Developmental Psychology
PSYCO 329	Adult Development + Aging
SOC 291	Introduction to Environmental Sociology
SPAN 405	Exercises in Translation: Spanish into English
WGS 101	Representations of Girls + Women
WGS 102	Gender + Social Justice
WRITE 494	Tutorial: 4th year Combined with Honors Creative Writing

EDUCATION

EDPS 415	Sexuality, Gender + Culture in Education
EDSE 451	Integrating Theory + Practice for Drama Majors + Math Majors
EDSE 613	Participatory Research
EDU 100	Contexts of Education
EDU 300	Contexts of Education
EDU F 211	Theorie d'acquisition
EDUF 235	École et société
EDU S 350	Stage interdisciplinaire et volontariat international

KINESIOLOGY, SPORT + RECREATION

KIN 372	Neuroscience Considerations for Adapted Physical Activity
KIN 471	Physical Activity for Individuals with Developmental Impairments
KIN 472	Physical Activity for Individuals with Physical Impairments
PERLS 421	Play Leadership
PERLS 440/441	Play Around the World

MEDICINE + DENTISTRY

FoMD	CSL Program
RAD TH 301	Principles + Practices in Radiation Therapy





NATIVE STUDIES

NS 430/NS 550 Aboriginal Governance + Partnership Capstone/
Research Practicum in Native Studies

SCIENCE

ANAT 400 Human Embryonic Development

ST. JOSEPH'S COLLEGE

CHRTC 352 Bioethical Issues: Christian Perspectives

CHRTC 380 Teaching Religion: Elementary

PROJECTS

Our Partnership Coordinators work closely with Instructors and Community Partners to create multitude CSL projects for students. Here are just a few highlights from the past year:

Students in the ANAT 400 course worked with the Edmonton Down Syndrome Society to create an easy to read booklet for adults and family members of adults with Down Syndrome to help them make plans for their own wishes and choices for end of life.

EDUF 211 + 235 students worked with the Centre d'Accueil d'Établissement, a newcomer settlement organization for the Francophone community in Edmonton. Students supported settlement programming in Francophone schools by providing after school tutoring support for newcomer students with specific learning needs.

CSL students worked with Sinkunia on their "Tell It Like It Is" initiative which focuses on youth engagement, youth leadership, and youth empowerment. CSL students acted as youth mentors and program facilitators to help build a group of empowered African heritage youth who are: active participants in their families, schools, and communities; and capable of working confidently to address issues of racism and discrimination.

The High School Bridging Workshop connects diverse high-school aged youth with UAlberta CSL students to build knowledge and understanding across difference and introduce them to experiential learning. Participants engage together to learn about ways to connect education with community engagement; complete a service activity together in community; and participate in joint critical reflection.



NICA UPDATE



After nearly two years of planning and partnership-building, CSL was enthusiastic to offer an inaugural global service-learning opportunity in Spring 2018. CSL 350/360: Global Service-Learning + Solidarity in Nicaragua was planned as a 6-week, intensive course that would prepare and engage students both on-campus and in Nicaragua. Things didn't go quite as planned...

We partnered with Casa Pueblito, a non-profit organization with expertise in facilitating critical service-learning opportunities in Nicaragua. We connected with four local organizations that were keen to host students and provide opportunities for meaningful work in, and engagement with, their communities: FUNARTE, ASOPASN, Iniciativa Colibri and Cooperativa Christine King.

After extensive promotion and recruitment, we convened a group of twelve incredibly committed, conscientious, critical and curious students. The students learned about themselves and each other, about Nicaraguan history and culture, and concepts of identity, place, intersectionality, difference, global service-learning and solidarity.

Mid-April we learned that the government in Nicaragua had announced reforms to their social security system that would have increased taxes for workers and employers and reduced take-home amounts for retirees. University students and seniors most immediately affected by the reforms took to the streets in peaceful protest but were met with force from counter-protestors and police. As the protests persisted and the violence escalated, the political situation in Nicaragua continued to deteriorate. Days before we were scheduled to fly the decision was made to cancel travel to Nicaragua.

Following initial disappointment, instructor Dr. Katie McDonald lead a collaborative reimagining of the course with the students. To enact solidarity, and to offset some of the economic impacts felt by their partner communities, students organized a fundraiser on campus that included a silent auction, traditional Nicaraguan food, a participatory mural and solidarity poetry, entertainment and speakers. The event was attended by provincial MLA and Minister of Culture and Tourism, the Right Honourable Ricardo Miranda (originally from Nicaragua) and was featured on Global News. The students collected just under \$3000 to be distributed to Casa Pueblito and the four community partners.

Despite not travelling to Nicaragua, students were able to recognize the rich opportunities for learning that existed in this unique and complicated moment in Nicaragua's political story. They were able to explore the concept of solidarity and what it means to enact it from afar, when the possibilities for in-person intercultural learning and solidarity are limited.

Erin Kelly
CSL Partnership Coordinator

“This summer I had an opportunity many new scholars dream of - creating a course from my own research. I was set to go to Nicaragua for three weeks with 12 UAlberta students. Due to political unrest, the travel portion of the course was cancelled. We were all disappointed. Together, the students and I built another course learning about the context of current events, solidarity and intercultural learning. This course turned out to be incredibly powerful for me - students engaged deeply in understanding the Nicaraguan context including planning a solidarity event. Together throughout the course we thought carefully about the nuances and complexities of solidarity and difference. As I read students’ reflections I was struck by this engagement and have been left wondering what kind of learning was actually made possible because of the cancellation and engagement from Canada. I won’t forget this course - I learned so much with and from students, the CSL office, our placement partner Erin and our partners in Nicaragua.”

Katie McDonald, PhD
CSL 350/360 Instructor



“The trip cancellation was really devastating. However, our supportive instructor showed us that global solidarity did not always need a travel component. The reframing of our goals ended up making us better domestic citizens. We learned a lot about ourselves, our identities and how these complex intersections work in international service-learning. Watching the relationships that were built helped us cope with such a large change in plans and we learned what global solidarity is supposed to be at the core.”

Eunice Droni
CSL 350/360 Student

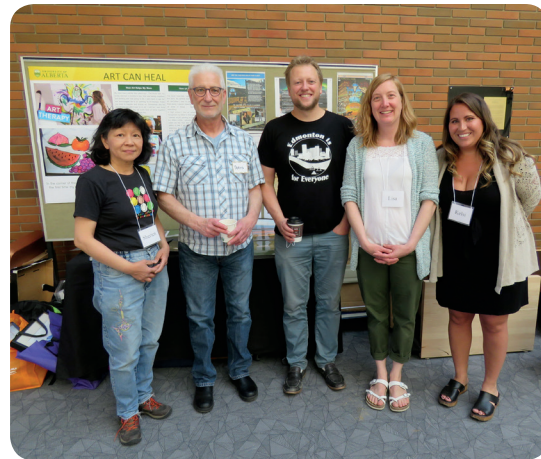
“Despite the unexpected setback of trip cancellation, CSL 350/360 proved its’ intercultural and sociological value. Together, we learned that solidarity requires critical thought, ongoing conversation, and innovative collaboration with (not for) communities.”

Stephanie Hepas
CSL 350/360 Student



HUMANITIES 101

For the past decade, Humanities 101 has provided free, accessible, supportive, rigorous, university-level courses for communities both on and off campus who would not otherwise have access to university. This year we celebrated with two incredible events showcasing 10 years at CSL!



Community members, graduate student volunteers, and HUM 101 program coordinators stand in front of Sherien Lo's (left) research poster discussing the positive effects of Art in everyday life.

The Fall 2017 course on campus was titled "Changing Cities: How do cities change and what happens when they do?". We considered three themes: how cities are built, culture and institutions of a city, and a city's economy. Following each lecture we broke out into groups to work on a variety of activities which provided us with different ways to learn and share the week's topic. We welcomed Chunga Otiende, a Kenyan storyteller, who led a drama/storytelling workshop. We also toured the Art Gallery of Alberta and had an evening lecture and tour of the skies at the Department of Physics Astronomical Observatory.

In Winter 2018 we explored theories of power by asking what is the power of a name and who has the power to name. Each week we explored different peoples and spaces that have been named to interrogated power. We dove deep into power and the colonization of Edmonton when looking at how place and space has been named in our city and our neighborhoods. A fieldtrip to the new UAlberta Aga Khan Gardens allowed us to learn from a contemporary and contentious project.

Typically we work towards a collaborative, end-of-term project, but this year we focused our attention on hosting a spring conference by and for the many people who have been a part of the Humanities 101 community for the past decade, and for those who have been a part of like-minded communities across Western Canada. Collectively we titled the conference "Connections: Conversations, Workshops, and Celebration".

To ensure that the conference aligned with our program values of being responsive to our community, and to make informed decisions in consultation with program participants, an alumni-led conference committee was struck. The initial decisions about the conference were generated through this collaborative committee to come up with the name, dates, invitees, policy of no cost to attendees, panel speakers and workshop leads. There were also six CSL students who connected with local businesses to solicit "swag" items.

Integral to the conference was an understanding that we all have knowledge, learning, and creative works to share. The conference sought to challenge traditional ideas of the university as a place where academics go out into the community and conduct career-enhancing research, and then bring this knowledge back to the university where it is too often kept out of reach of the people who informed it. Our goal for this conference was to invite radical learning communities from Edmonton, Victoria, Vancouver and Calgary to share knowledge and engage in collaborative conversations. We were excited that 16 people from our sister programs were able to join us. The three-day conference included a unique mix of presentations, artwork, posters, multimedia projects, and many other forms of learning and knowledge.

The conference kicked off with an incredible party that celebrated ten years of Humanities 101 at UAlberta. The room was framed by many semesters of culminating projects. There was a short program that highlighted both the university's continued support of accessible university education, and the experiences of some of the Humanities 101 graduates. Throughout the conference we manifested many different ways in which the relationships between communities and universities can occur.

To cap off a great first day, the next evening 80 conference attendees headed to the Francis Winspear Centre for Music to attend the “Late Night Soundscapes” conducted by Alexander Prior.

The weekend was a fantastic mix of panel presentations, workshops, walking tours, knowledge shares and great conversations shared over food. The conference presenters and participants not only came from across Canada, cultures, and ages offering many different perspectives but the conference, like the programs that were represented, were correspondingly interdisciplinary.

From the outset of the planning we knew we wanted the conference to be affordable and accessible to all who could come. Through a KIAS Dialogue Grant we were able to cover some of the flights and accommodations for our guests from out of town. And thankfully Uni 101 and Hum (our sister programs in BC) were also able to acquire grants to pay for additional alumni airfare. We were able to solicit several more supportive grants and generous donations to provide food and accommodations for the additional conference participants. We would like to thank the following institutional supporters for making ‘Connections’ the best conference ever: The Faculty of Kinesiology, Sports, + Recreation; Social Science Humanities Research Council of Canada; Sport Participation Research Initiative; Kule Institute for Advanced Study; Faculty of Arts; Community Service-Learning; and the Francis Winspear Centre for Music. In all, this support made travel, food, drink, accommodations and entertainment for conference participants for the duration of our gathering possible!



Vice Dean of Arts Dr. Michael O'Driscoll giving the opening remarks to the conference and highlighting the importance of accessible university education.



“At first glance, the conference looked like many other conferences I’ve attended. But, just as HUM 101 classes look like a normal university class but is anything but, the conference was a similar situation where looks are initially deceiving. The conference was much different than others I have attended in my life in the way that it felt. Where HUM excels as a class is in its capacity to inspire learners to not only learn more about a topic but, to foster a community of independent, curious, passionate learners. This passion came through loud and clear, not only in the welcoming spirit of the conference but also in the wide range of topics participants presented. Most importantly, unlike many academic conferences, you could feel the relationships forming at the conference and the continued growth of the HUM community, both with the UAlberta attendees as well as those coming from elsewhere.”





Since Spring 2010, the Humanities Program has also run a course at WINGS of Providence Shelter for Second Stage Shelters. This course is designed specifically for women healing from interpersonal violence and brings university-level learning into the unique environment of the women's shelter.

In Fall 2017 at WINGS of Providence the Humanities 101 course focused on "Radical Women Across Space and Time". Each week a volunteer instructor introduced us to a woman, or group of women, they identify as radical. We learned from these radical women, from their stories and experiences, how they changed the world they knew, and how these changes continue to impact us today. At the end of term it was clear that the WINGS' students were eager for more. During the end-of-term celebration they expressed this need and asked that the next curriculum focus on the movements that supported, inspired, and informed the women we learned about in the Fall. Our Winter 2018 curriculum then was centered around the theme "Women's Movements".



Coinciding with the 'Connections' conference, WINGS of Providence, with the support of the department of Women's and Gender Studies (WGS), put on an art show titled "7 Years: An Exhibition of Women's Knowledge". The art show celebrated the past ten years of Humanities 101 at WINGS and also the 7 years that it has been formally supported by WGS. The walls of the femlab were draped in knowledge expressed through poetry and prose by the many women who have graduated from the Humanities 101 course.

**7 Years:
An Exhibition of
Women's Knowledge**



poetry and prose by HUM101 graduates

April 16 - June 15, 2018
femlab gallery 1-50F Assiniboia Hall
University of Alberta Campus




UNIVERSITY OF ALBERTA
COMMUNITY SERVICE-LEARNING

ualbertafemlab.wordpress.com



RESEARCH, CONFERENCES + CSL KNOWLEDGE MOBILIZATION

Peacock, D., Neilsen, M., Andre, P. (2017). Towards a Canadian Community-Campus Engagement Classification. Workshop at the National Coordinating Centre for Public Engagement conference, Bristol, December 7.

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Peacock, D (2017, October 24). Government should expand student placements into social sector. [Web log post]. Retrieved from <https://theconversation.com/government-should-expand-student-placements-into-social-sector-86192>.

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Peacock, D. (2018). Towards a Community-Campus Engagement Canada Network. Workshop presentation at Community-Campus Engagement Roundtable, Saskatoon, May 18.

Peacock, D., Ghinedi, W., Mandizadza, S. (2018). CSL outcomes and the role of community-campus engagement professionals. Presentation at the Congress of the Humanities and Social Sciences, Regina, May 28.

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CSL publications from CSL instructors:

Styvendale, N. Van; McDonald, J., Buhler, S. (2018). Community Service-Learning in Canada: Emerging Conversations. *Engaged Scholar Journal: Community-Engaged Research, Teaching, and Learning*, 4, (1), i-xiii. Retrieved from <http://esj.usask.ca/index.php/esj/article/view/303> 26 June 2018.

Aujila, W., Hamm, Z. (2018). Establishing the Roots of Community Service-Learning in Canada: Advocating for a Community First Approach. *Engaged Scholar Journal: Community-Engaged Research, Teaching, and Learning*, 4, (1), 19-37. Retrieved from <http://esj.usask.ca/index.php/esj/article/view/303> 26 June 2018.

Grekul, J. et al. (2018). Community Service-Learning in a Large Introductory Sociology Course: Reflections on the Instructional Experience. *Engaged Scholar Journal: Community-Engaged Research, Teaching, and Learning*, 4, (1), 61-78. Retrieved from <http://esj.usask.ca/index.php/esj/article/view/308> 26 June.

GRANTS



The CSL small grant fund supports both Instructors and Community Partners with one-time costs for: preparation/implementation for a CSL project or course; development of CSL expertise through an educational opportunity; or creation of an event that builds community among CSL participants.

FALL 2017

CSL 300 instructor Zane Hamm received funding for “Truth First Project: CSL Community Learning Circles”. Working with digital storytelling facilitators and Indigenous mentors Dr. Hamm hosted two learning circles to explore stories of lived experiences of residential schools, injustice, resilience, and community engagement. Participants reflected on power, privilege, and social justice. This learning process examined why and how to respond to the TRC calls to action.



Instructor LeiLei Chen received funds for a project to connect ESL Bridging program/ENG 102 students to the Canada-China Friendship Centre of Edmonton and the Writer’s Guild of Alberta. Students learned about the history of immigration to Canada while thinking critically about the static representations of cultural identity and enhancing their English reading and writing skills.



Shannon Leblanc of the Office of Sustainability received funding for a “Culture and Cooking – Exploring Sustainable Food” project. Students from the AREC 173 course (Plate, Planet + Society) designed and delivered a sustainable food cooking class that adapted recipes from students’ home countries using local ingredients. The cooking class enabled conversation about food and sustainability through cultural/social, environmental and economic lenses.

WINTER 2018

River City Chickens Collective, a volunteer-led group who provides information and training on raising hens in an urban environment, received funding to print a new media display used for public outreach and education at community events. Working with ALES 204 students they created a banner, posters and pamphlets.



Migrante Alberta received funds to organize an Alberta-wide forum that discussed the dynamics of migration. The forum provided an opportunity for the UAlberta community to connect with migrants and understand the grassroots analysis of forced migration.

AUGUSTANA CAMPUS

Service-learning (SL) was formalized at Augustana eleven years ago and has had a rich and flourishing trajectory, growing in unison with the close-knit Camrose community.



The population of Camrose, because of Augustana's residency requirement, grows by nearly 5% with the arrival of students; and, 23% of the Camrose's roughly 18,000 person population is 65 years or older. As a result, the Augustana SL program is often approached for its ability to reach young, energetic, creative, critically minded students who are eager to make sound, informed contributions to the community.

The result of this dynamic is the integration of SL into unique pockets within Camrose: partnering with both non-profit organizations and for-profit business; venturing off campus to the surrounding rural communities and local farms, or staying on the campus itself. As such, Augustana's SL program is embedded in wide range of disciplines: from Art History and French; to Biology and Environmental Studies; to Global Development Studies, Interdisciplinary Studies and Physical Education.

Highlights of Augustana's Service Learning program:

- 50 hour CSL Practicum course, which critically explores the pedagogical value of CSL with individualized practicum placements, uniquely tailored to both the student's interests and the community's needs, with scientific, social scientific, and arts and humanities focuses.
- New Pathways Program - generously supported by Alumnus Gordon Warnke - which provides paid summer internships to students who express an interest in gaining a unique, immersive perspective of living, working, and learning in Rural settings.
- International Program, which sent students for 3 weeks to India to engage with economic questions; and Costa Rica to assist with and implement biological research; and outdoor education opportunities which connect students to the Canadian backcountry in sound ways.
- Adoption of the new '3/11' calendar, which capitalizes on a new semester system to provide innovative, immersive, experiential opportunities.

Looking forward, the Learning, Advising and Beyond office, home of Experiential Education, will hold a series of dialogues with allies of Experiential Education as we work to establish a unique strategic direction document that continues to be receptive to the needs of the Camrose community, and sets direction for the program in the coming years.

Jason Taylor, PhD
Interim Director, Experiential Learning
Augustana Campus

2017 2018

409

out of 1049
enrolled
students took
a course with a
SL component

134

out of 160
graduates
had SL
incorporated into
their degree

14

out of 21 CESL
certificates were
awarded to
Augustana
students

THANK YOU

CSL is able to support creative and engaged people and projects because of the generous support of the donors.

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Humanities 101 relies so very much on the support and generosity of like-minded individuals and organizations. Thank you!

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