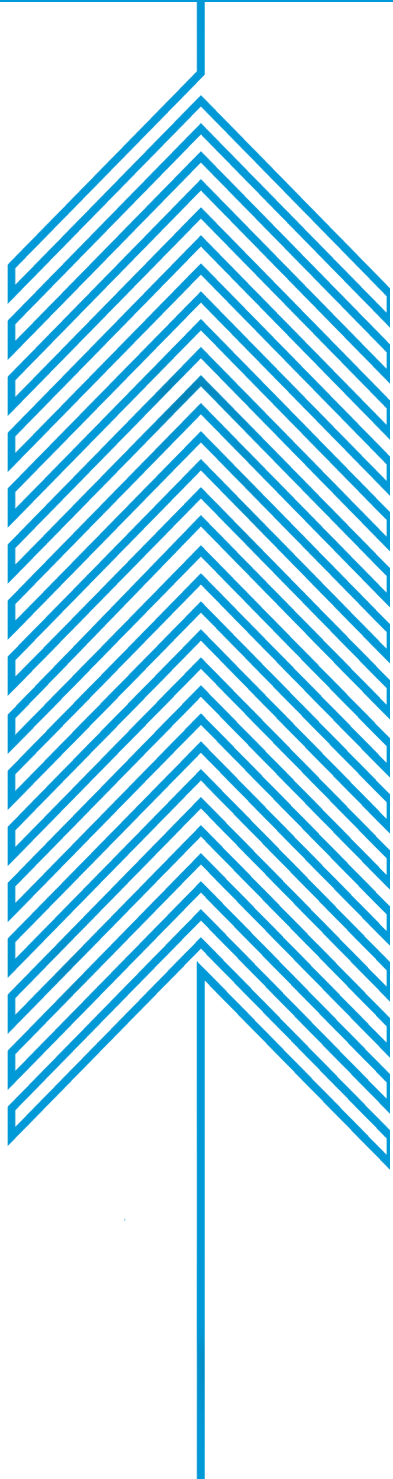





CSL

Community Service-Learning

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Director's Message



With the passing of another CSL year, I want to recognize the contributions of long serving CSL staff who have contributed in substantial ways to the growth and success of the CSL program. Lynn Sutankayo, who has served as a Partnership Coordinator for CSL, will be moving on to a new phase in her life after seven years of service. Lynn's deep knowledge and commitments to communities in Edmonton have really been core to CSL's embrace on campus by academics and by not-for-profit organizations in the city. In 2018/19, CSL had working relationships with 190 community partners who co-educated our students in their placements. Relationships are at the heart of CSL work and values, and Lynn has worked tirelessly to develop and nurture these relationships with community members and organizations, and academics. Barb Baker, our Assistant Director of Administration, has also taken on a new position in the Faculty with the Department of Art & Design. Although Barb is still supporting our work in a transitional period, I wanted to recognize her dedicated service to CSL. Barb's seven years of administrative leadership have also been crucial for CSL as it has grown and been able to sustain a consistently high quality of service to the academy and community. We wish both Barb and Lynn all the best in their new ventures.

Course-based and academic CSL is the core of our program, which makes it distinctive among other forms of work integrated or experiential learning. Instructors from across Arts and the wider university partner with communities, through the crucial brokering of relationships and projects by the CSL team. Our ultimate aims are to build community capacity to serve social justice and inclusion efforts while at the same time deepening student learning in the many ways our academics conceptualize these social processes. Yet we also offer co-curricular, or non-credit bearing opportunities for students to experience the learning that comes from CSL. In the pages that follow, you will see highlighted our wonderful Not-for-Profit Board Internship program, which sees around 30 students a year work on the boards of not-for-profits, gaining knowledge and skills in the governance processes required to drive successful community organizations. Our Pathways Program, funded by donors, also offers paid work experience with non-governmental organizations for a handful of students each summer. These co-curricular experiences are crucial to the development of the capabilities of CSL students as they complete their CSL Certificates alongside their undergraduate degrees, and sometimes move on to careers in the not-for-profit sector.

In the past year, CSL has begun rearticulating the learning goals for our CSL program – CSL courses and programs. But, in a novel and exciting way, we are doing so with our partners: communities, academics, and students. We were successful in gaining a Teaching and Learning Enhancement Fund grant to support this work, and look forward to truly co-constructing our curriculum in socially responsive ways with community. A highlight for me this past year was our work in the Spring to begin this process – a day at the Action Lab at Skills Society to gain feedback from our community partners on what CSL Certificate holders should know, be able to do, and have come to value through their CSL inspired undergraduate degrees.

Finally, as you will see in these pages, the work of our Humanities 101 Coordinator, Lisa Prins, has been recognized by the entire university through her Community Leader Award. Lisa has always brought a dedication and deep passion to her work, and so we are thrilled to have her, and the program, recognized in this way.

A sincere thanks, finally, for all of the supporters of CSL, both past and present, through your financial and intellectual support, and for remaining loyal friends. CSL stands on the cusp of a renewed wave of interest in experiential learning across campus, and in our own Faculty. With your continued support we can do this work with fidelity to our values and our relational commitments.

Sincerely,

David Peacock, PhD

Evaluation

Evaluations are carried out at the end of each term. Here is a snapshot of the impact of CSL on students, instructors and community partners.

1690
STUDENTS

82.1%
78.3%

felt that their CSL experience provided them with the opportunity to use their classroom knowledge in the community

felt that their CSL experience helped them understand the complexities of social issues

58
INSTRUCTORS

75.9%
72.4%

would recommend CSL to other University instructors

felt that CSL enhanced the classroom learning environment

190
COMMUNITY
PARTNERS

92.9%
92.9%

felt that involvement in the community helped CSL students understand some of the complexities of social issues

felt the CSL placements significantly contributed to students' learning

89.1%

Students felt that CSL was an effective teaching/learning strategy

86.6%

Instructors felt that course work and class instruction seemed to enhance CSL students' ability to understand their community experience

95.3%

Community Partners would recommend participation in CSL to colleagues in other community organizations



CSL STUDENT

The impact I had on the community organization came by way of being an individual who took the time to sit down and talk to people and make them feel like their **voice** was being heard.

CSL broadened my view on cultural differences and how we can go in with unconscious bias, but if we are open and willing to learn and explore that those biases can be dissolved.

CSL INSTRUCTOR

My experience with CSL has been extremely **positive**. The staff at the office are always friendly and supportive, and have lots of great ideas.

CSL COMMUNITY PARTNER

CSL students injected fresh ideas into our organization. They built **genuine** helping relationships with our clients and encouraged individuals with disabilities to engage in all kinds of activities.

Students

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 2019.



CSL BURSARY

The bursary is awarded to a student with satisfactory academic standing in any Faculty who has completed a minimum of two CSL courses and demonstrated financial need.

This year the bursary was awarded to Michelle Kim (BSc, Biology).

CERTIFICATE IN COMMUNITY ENGAGEMENT & SERVICE-LEARNING

Msgana Asefaw (Education)

Malaya Bishop (Arts)

Sara Boulos (Arts)

Eunice Daroni (Arts)

Sarah Drohan (Arts)

Mackenzie Druar (ALES)

Elise Elgert (Arts)

Fatme Elkadry (Arts)

Gabrielle Fournell (Arts)

Stephanie Hepas (Education)

Amogh Kadhe (Commerce)

Sehar Kamran (Commerce)

Brandi Kobes (ALES)

Steven Lin (ALES)

Katelyn Moran (ALES)

Laura Osorio (Arts)

Jayde Roche (Arts)

Avishtha Seeras (Arts)

Reshma Sirajee (Science)

Elle Surgent (Medicine)

Sara Szabo (Kinesiology)

Alawna Taylor (ALES)

Jennifer Yao (Commerce)



LYNN MORGAN SCHOLARSHIP

The scholarship is awarded to a student with superior academic achievement and outstanding community service with preference given to a student participating in the Certificate in Community Engagement and Service-Learning. Congratulations to Teagan de Seguin (BA, Womens and Gender Studies) who finished the CSL certificate in her first year!

FALL 2018 STUDENT INTERN
Mpoe Mogale



In talking about CSL to anyone that will listen, I always boast on how it *sets itself apart* from other programs as it allows students to see how the theory they learn in class is applied and practiced daily by community partners.

WINTER 2019 STUDENT INTERN
Campion Cottrell-McDermott



Every experience I've had with CSL has been a *critical key* in piecing together who I want to be and what I want to do, and I know I'm not the only one who feels this way.

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 25 community-engaged interns received mentorship from 25 community board volunteers.



Serena Bayford
Sara Boulos
Campion Cottrell-McDermott
Ravia Dhaliwal
Fatme Elkrazy
Chisom Ezeh
Ryan Forster
Abbi Gayle
Rahul Ghosh
Elita Grinde
Albert Hu
Vincent Huynh
Trevor Johnson
Gurnit Kaur
Zeenat Ladak
Murtoza Manzur
Thom Oguntoyinbo
Vinay Patel
Sarah Simoes
Sarah Stein
Linh Trieu
PJ Vasdev
Darby Walton
Cai Lin Wang
Michelle Yuan

Skills Society
Strathcona Place Society
You Can Ride 2
Paralympic Sports Association
Edmonton Multicultural Coalition
Action for Healthy Communities
iCare Initiative
Community Options
APIRG
Grindstone Theatre
Sage
Sombrilla
Keepers of the Athabasca
Bent Arrow
ABC Headstart
Edmonton Heritage Council
John Humphrey Centre for Peace & Human Rights
Food4Good
Diabetes Research Institute
Sustainable Food Edmonton
CCI-LEX
George Spady Society
Cerebral Palsy Association
Bike Edmonton
Adaptabilities



How to be an effective mentor?
Be human. Mentors & interns
are equals with ideas to share.

NPBI MENTOR
Charlie Pearson

Pathways

Pathways enables UAlberta CSL students to deepen their engagement with Edmonton's non-profit communities and features a paid summer internship. CSL gratefully acknowledges the generous donation by Eileen Mercier which makes the Pathways program possible.



PATHWAYS PROJECT COORDINATOR INTERN

Kelsi Barkway

I have had the opportunity to develop relationships with community organizations and students, while building *connections* between non-profit organizations and the UAlberta community.



NORWOOD CHILD & FAMILY RESOURCE CENTRE

Joanna Lee

I am learning valuable skills allowing me to *grow* personally and professionally, and am very grateful for the opportunity to work with communities in supporting children and families.



INDIGENOUS KNOWLEDGE & WISDOM CENTRE

Tonya Rain

I was brought up traditionally by my father and grandmother who are still big influences on my life today. This opportunity with IKWC helps me to be able to learn *knowledge* from my own people.



NORWOOD CHILD & FAMILY RESOURCE CENTRE

Bezawit Lemma

It is empowering to witness the positive impact that non-profit organizations can have on people's lives and society and it has been incredibly fulfilling to be a contributor to that *social change*.



CAMPUS FOOD BANK

Reshma Sirajee

This experience allows me to improve my critical thinking skills and become *tenacious* to seek a creative solution for solving problems and learn resiliency from facing those obstacles.



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 2018 to Summer 2019:

Agriculture, Life
&
Environmental
Sciences

ALES 204 - Communication Fundamentals for Professionals
AREC 173 - Plate, Planet & Society
HECOL 301 - Program Planning & Evaluation

Alberta
School of
Business

MARK 312/612 - Marketing Research
MARK 455/655 - Sustainability & Responsible Marketing
SMO 438/637 - Not for Profit Management

Arts

CSL 100 - Introduction to Community Engagement
CSL 300 - Theory & Practice in Community Service-Learning
CSL 350 - Selected Topics in Community Service-Learning
DRAMA 690/507 - Theatre for Change in Communities: Theory & Practice in Context
ENGL 102 - Introduction to Critical Analysis
ENGL 103 - Case Studies in Research: Narratives of Illness
ENGL 220 - Reading Politics: Gender & Sexuality
ENGL 308 - Aboriginal/Indigenous Literature: Intellectual Traditions
FREN 298 - Advanced French II
FREN 311 - Mystery, Myth & Supernatural
FREN 312 - Colonialism & Post-colonialism
FREN 454/554 - Translation English into French
GSJ 501 - Praxis Workshop
HIST 660 - Topics in Canadian History: Public History in Canada
MLCS 204 - Forms of Folklore
MLCS 299 - Folklore through Film
MLCS 405 - Contemporary Folklore Scholarship & Canadian Folklore
MUSIC 365 - Music for Global Human Development
PSYCO 305 - Special Topics in Psychology I: Developmental Psychopathology
PSYCO 323 - Infant & Child Development
PSYCO 329 - Adult Development & Aging
PSYCO 498 - Independent Study
SOC 327 - Criminal Justice Administration in Canada
SOC 518 - Qualitative Methods
SPAN 405 - Exercises in Translation: Spanish to English
SPAN 406 - Exercises in Translation: English into Spanish
UKR 308 - Advanced Ukrainian Writing Strategies
WGS 102 - Gender & Social Justice
WRITE 494 - Advanced Creative Writing: Poetry
WRS 101 - Exploring Writing



EDSE 451 - Integrating Theory & Practice for Drama Majors
EDU 100 - Contexts of Education
EDU 300 - Contexts of Education
EDU F 235 - École et société



EXT 496/597 - Evaluation in the Community Context



KIN 372 - Neuroscience for Adapted Physical Activity
KIN 471 - Physical Activity for People with Developmental Impairments
KIN 472 - Active Living for Individuals Living with Physical Impairment
KRLS 421 - Play Leadership
KRLS 440/441 - Play Around the World



FoMD - FoMD CSL Program



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



PMCOL 401 - Pharmacology Tutorial



ANAT 400 - Human Embryonic Development



CHRTC 339 - International Field Education: Guatemala
CHRTC 349 - Social Justice & Christianity in Canada
CHRTC 380 - Teaching Religion: Elementary

Projects

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



SOC 518 - QUALITATIVE RESEARCH METHODS WITH DR. SARA DOROW

Students conducted two research projects with Action for Healthy Communities (AHC). In one, a student met with immigrant and refugee participants of a Women's Support Group, where participants engaged in recreational and educational activities together and shared their stories of migration and settlement in Edmonton. In the second, a student worked with AHCs' New Immigrant and Refugee Youth Camps, a program offered in 27 partner schools to offer opportunities and support to newcomer children and youth in the process of making Edmonton a new home.

THE BRAIDED JOURNEYS PROGRAM

Braided Journeys supports First Nations, Métis and Inuit youth to become leaders of character, vision and action. This past year, the program supported over 30 CSL students from 10 courses. CSL students gained mentoring and relationship-building experience as educational tutors, working one-on-one with K-12 students on a weekly basis, with several CSL students staying on after the term ended. This year former high school students were invited to return as volunteer tutors enrolled in CSL courses at UAlberta.



CSL 350 - INTRO TO COMMUNITY BASED RESEARCH

Students in Dr. Peacock's course worked with e4c's Housing & Mental Health Services. The theme/research question for the course, focused on: 'What creates community and well-being for people in affordable housing?' Students worked in data collection teams to interview staff and residents from 4 affordable housing providers in Edmonton (Capital Region Housing, e4c, Right at Home Housing, Canora Place) and observed people's activities that created community and a sense of well-being. They wrote research posters and good practice guides. e4c is now synthesizing this research and creating a practice guide for the field.



CSL 350/360 - GLOBAL SERVICE-LEARNING & SOLIDARITY

In June, CSL Partnership Coordinator Erin Kelly travelled to Nicaragua to touch base with our community partners there and get a better sense of the current political climate in the country. She met with partners in the Esteli area who are eager to collaborate again for a Spring 2020 offering of the course. We look forward to working with Casa Pueblito, FUNARTE, ASOPASN, Iniciativa Colibrí and Cooperativa Christine King in the coming year!



Events



COMMUNITY ENGAGEMENT

In May, CSL and members of the community joined together at the Skills Action Lab to discuss how might CSL best prepare students for future careers with not-for-profit organizations. Coinciding with the UAlberta community engagement strategy, we also wanted to hear from community about ideas for future engagement opportunities, and how the university can best connect with the not-for-profit sector.



CSLebration

Each year we celebrate all of the students, instructors, and community partners who support our CSL program. This year featured welcoming remarks from Dean Lesley Cormack and recognition of long-time CSL instructor, Natalie Kononenko.



STUDYING STUDENT SUCCESS

CSL Executive Director David Peacock is working with the Edmonton Community Foundation (ECF) to explore the impacts of ECF Awards and Bursaries and how receiving an award or bursary affects students. ECF Awards and Bursaries support students from Edmonton and northern Alberta with financial need who demonstrate a strong commitment to community involvement through activities like volunteering, arts, sports, or activism. The research team is lead by Dr. Peacock, and includes Sandra Ngo, Research Coordinator at Edmonton Social Planning Council, and Andrea Diamond, Grants Impact Associate at ECF.

PATTI CLAYTON WORKSHOP

This past spring, CSL collaborated with the Centre for Teaching and Learning to bring Dr. Patti Clayton to campus, expert on CSL and community engagement. CSL assisted Dr. Clayton frame her talks to a UAlberta audience, and the Community Engagement and Experiential Learning talk attracted 83 participants, while the CSL workshop on critical reflection attracted 69 participants from across campus.



Humanities 101

Humanities 101 provides free, accessible, supportive, rigorous, university-level courses for communities both on and off campus who would not otherwise have access to university. This year our Coordinator and the program received a well-deserved Community Connections award.



2018/2019 was another incredible year for Humanities 101 (HUM 101). There were three unique courses offered both terms and over eighty certificates passed out! In addition to our on-campus course, we offered two off-campus courses, one at WINGS of Providence and another through the support of Capital Region Housing (CRH). We have always been aware that moving HUM 101 onto campus created barriers for some potential learners, so to be able to work with CRH to offer an additional off-campus course has greatly enhanced our program. For the class at Parkdale House, CRH provided bus tickets, snacks, and in-kind facilitation support. Thank you so much to CRH for the support and to Kelsi Barkway for coordinating and facilitating the course!

On-campus we had another full house! The theme for the course in fall 2018 was, 'Putting Theory To Work: Exploring Theory in our Everyday Lives'. Together we explored classical and contemporary theories that have been used to explain our lived experiences and social worlds. Central to the course was the understanding that our knowledge and lived experiences have informed the "great" theorists – past and present. Using critical thinking, pop culture, and our own knowledges, we investigated and challenged these theories. For our final project we hosted a knowledge share with the Parkdale House group and presented on different theories in their everyday.

In winter 2019 term our theme was, 'Politics of Fear: How Does Fear Shape our Social Worlds?' Throughout the term we explored what fear is and how fear has been used for different political

projects, how it informs our day-to-day interactions, and how certain categories of fear continue to influence decision making, direct how we move through the world, and determine who is listened to and who is ignored. For our final project we made a magazine highlighting some of our learning. Also in the winter 2019 term the CRH class moved to Amity House where, for the first time in Humanities 101 history, Amity House provided free childcare for people attending the class! Both fall and winter terms included incredible guest speakers, multiple field trips, hosts, and weekly volunteers, all whose incredible support keep the program moving forward - thank you!

The past year at WINGS of Providence saw two more successful terms. The theme for fall was, 'Women's Labour'. Each week we were joined by guest UAlberta instructors who facilitated classes exploring a wide range of ideas about women and the work that they do as individuals and in communities. During the winter term the many volunteer guest instructors introduced us to communities of women who have worked together (both past and present) to make change. Together we learned from how they organized, why they organized, and how they supported each other to change both their own lives and many others, including our own today. Both terms we created printed collections of our learnings.

If you are curious about our weekly classes and final projects, check out our syllabi and some of the final projects online. You can also keep up-to-date through our Facebook page: [@HUMUofA](https://www.facebook.com/HUMUofA).



At 'Hum,' it doesn't matter where you've been or what you're doing. Humanities IOI recognizes many different knowledges and ways of knowing, not just the kind that comes from a book or is learned in a classroom.



Congratulations to Lisa Prins, Humanities IOI Coordinator! In recognition of the passion and capacities she brings to her work to build bridges between the community and the university, and challenge the idea of who gets to learn on campus, Lisa received the UAlberta Community Connections Award.

Lisa fundamentally believes in the importance of creating spaces for learners to share their work with one another and with the community. Learners take ownership of the class and, in doing so, create meaningful projects that are offered back to the broader Edmonton community.

Lisa brings a skillful, trauma-informed approach to adult education. She has inspired many graduate students, faculty, and community partners with her dedication to making the university more accessible to all, and for her deeply personal care for learners. Lisa's coordination of Humanities IOI builds relationships, confidence, and understanding while inspiring many students to think differently about the role of education, their privilege, and the work they can do in the community.

2018-2019 HUM IOI COMMUNITY OUTREACH INTERN

Erin Carter



When I first started with Humanities IOI I was surprised by the way Lisa and Kelsi continuously developed both the syllabus and the classroom with new procedures that matched the needs of the learners. My role as an intern was to meal plan, grocery shop, help with anything I could, and build relationships with learners. The meal was where the camaraderie of the group started. Learners often came earlier than class time and would sit in the hallway and chat with one another. These were the times that I also got to know people.

When the doors opened there was generally a hectic swirl of getting food. Learners often offered to help me out even though this was the time for them to enjoy and relax. The class was open and conversational. I wished that the same amount of engagement that happens with learners in Humanities IOI was something that happened in the university classes I attend.

My time spent with Humanities IOI was an incredible learning experience - I mastered the art of sandwich-making and observed how an engaged classroom works, and how instructors work to create an inclusive environment for everyone.

Instructors



I teach using CSL pedagogy simply because it makes sense to me.

CSL INSTRUCTOR
Katie MacDonald

In my teaching I strive to create space for people's lived experiences to be included, and for us to learn with and from one another.

I have always been troubled by the idea that there's the university and community as two separate entities. We are connected not only because the university is a community member, but also because our students are. CSL, in my perspective, helps me try to fulfill three goals in every course I teach:

- 1) Building connections*
- 2) Troubling assumptions we have about the world and our place in it*
- 3) Welcoming lived experience as a valid and important site of knowledge.*

CSL provides us with opportunities to build connections and to consider the quality, meaning and politics of those connections. It also brings something special to learning – not only are students learning in the classroom, but also in their placements and from those working in community. Having CSL animates our conversations and brings tangible and realistic questions to the forefront. CSL isn't easy – it's more work as an instructor and more work as a student, but CSL brings learning home in a different way.

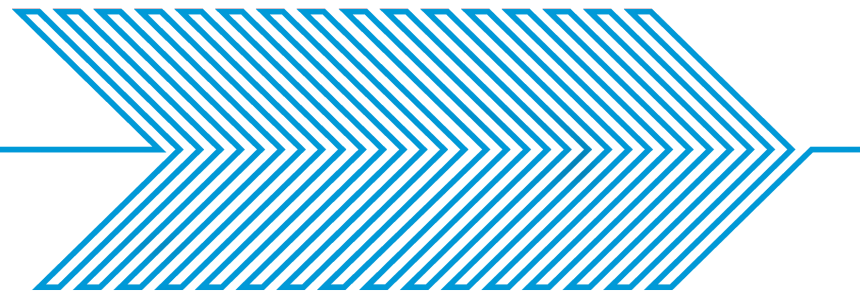
In CSL 100 this year we did ongoing reflections where students wrote on a reflected about their experiences. For one assignment, students were asked to choose a social issue that related to their placement (for example, the debate this winter about if LRT stations should remain open in extreme cold) and to choose an audience that they wanted to inform about that issue. Students chose a variety of formats to communicate to their audiences – press briefs, Twitter threads, podcasts, infographics and policy briefs just to name a few.

Although there are a few things that I will change about the assignment in the future, and I think it was a hard assignment because it was so open, it was one of the most fun to review! Students really considered their experiences in placements alongside of how to talk to audiences about social issues and were able to showcase their creative thinking.

My dissertation was about volunteer abroad in Nicaragua and last summer, we were set to travel with CSL350/360. This trip was cancelled because of civil unrest. You can read more about this experience in a blog post that I wrote collaboratively with students in the class. Some of the CSL questions I continue to think about from this experience are the ethics of traveling and learning in a context of inequity, the work of preparing students and partners for a meaningful exchange with one another, and most recently how to think about international service learning in a context of climate crisis – who has the right and ability to travel? Who suffers the environmental impact of this travel?

Katie MacDonald, PhD

Knowledge Mobilization



Andree, P., Findlay, I., Peacock, D. (2018). Transformations through 'community-first' engagement. (i-x). In *Engaged Scholar Journal*, 4(2), i-x.

Conrad, D., Buckle, M., Onita, A., Sutankayo, L. (2019). What does decolonization or reconciliation look like? *Canadian Association of Curriculum Studies: Provoking Curriculum 2019*. University of Regina. Regina, Saskatchewan.

EMCN, Peacock, D., Moran, K. (2019). What works well in school-based homework clubs for newcomers? A good practices guide. Edmonton Mennonite Centre for Newcomers.

Flaman, J. (2019). From helping to critical thinking: Reflecting on the student experience of Community Service-Learning. *Communications and Technology Research Symposium 2019*. University of Alberta. Edmonton, Alberta.

Nilson, M., Peacock, D. (2019). A typology of private and public funding for community campus partnerships. Paper presented at Congress, Vancouver, June 3. Canadian Society for the Study of Higher Education.

Peacock, D., Goemans, M., Andree, P., Levkoe, C., Changfoot, N., Kim, I. (Accepted). Accounting for community impact: Thinking across the spaces and times of a seven-year, pan-Canadian, community-based research project. *Michigan Journal for Community Service-Learning*. Fall, 2019 edition.

Peacock, D. (2018). Funding social innovation in Canada: A conversation with Stephen Huddart and Chad Lubelsky of the McConnell Foundation. In *Engaged Scholar Journal*, 4(2), 117-106.

Peacock, D. (2018). Co-editor of *Engaged Scholar Journal* special edition, "Transformations through 'Community First Engagement Practices'", Volume 4(2). Retrieved from <https://journalhosting.ucalgary.ca/index.php/esj/issue/archive>

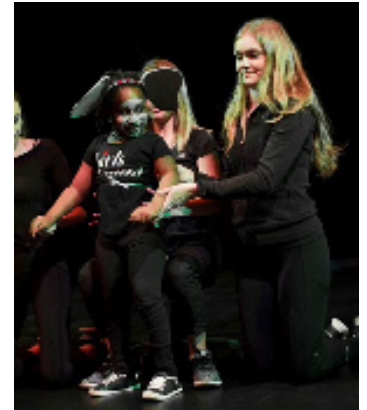
Peacock, D., C., Kim, I., Lakeman, L. (2019). Towards a 'community first' agenda for the measuring of the impacts of community-campus engagement initiatives. Paper presented at Congress, Vancouver, June 2. Canadian Society for the Study of Higher Education.

Prins, L. (2019). *Walls to Bridges Instructor Training*. Grand Valley Institution for Women. Kitchener, Ontario.

Raincock, R., Robinson, L., Sutankayo, L., Underwood, M. (2018). Re-imagining the Sustainable Development Goals through Indigenous Knowledges: Making Relations on Treaty 6 Land. *Together 2018: Collaboration, Innovation and the Sustainable Development Goals*. University of Alberta. Edmonton, Alberta.

Grants

The CSL small grant fund provides extra one-time resources to both Instructors and Community Partners to support CSL activities for students.



FALL 2018

THE CEREBRAL PALSY ASSOCIATION IN ALBERTA (CPAA)

The CPAA program 'Dance Without Limits' provides a safe, non-judgmental environment where kids with disabilities can grow at their own pace however their bodies allow them. With the assistance of volunteers, children learn basic dance moves, while engaging in physical activity in a community setting with their peers, which increases self-esteem.

Funds received from the CSL small grant assisted the CPAA by supporting our volunteers with the addition of swivel stools. The purchase of these stools was a welcomed gift to our hard-working dance mentors who volunteer their time to the program. Many of the dancers do not have the muscle strength to hold themselves up, so the stools have allowed mentors to get eye level with the participants and helped them feel more comfortable when offering support in moving their bodies.



FRUITS OF SHERBROOKE

Received funding for their 'Rescuing Urban Fruit' project. For many years Fruits of Sherbrooke has partnered with the ALES 204 course which offers CSL students the opportunity to see all aspects of fruit rescue from picking fruit in the fall, preparing apples for sauce and dehydrating, packaging and labeling them and helping to make the jams - all in support of feeding those less fortunate. One of the founders had fallen ill and the organization needed to hire a temporary staff person to continue the relationship with ALES.

KEEPERS OF THE ATHABASCA WATERSHED SOCIETY

Received funding for their 'Indigenous Water Governance' project. Funds provided travel to Calgary and Athabasca for UAlberta students participating in the CSL program who are involved in working with Keepers of the Athabasca on developing their Indigenous Water Governance workshop.

WINTER 2019

e4c - HOUSING & MENTAL HEALTH SERVICES

Received funding for their 'Creating Community Where We Live' project which engaged CSL students in research to discover 'what is working well' in creating favourable conditions for rental property tenants and their sense of community and well-being. This learning will assist e4c with its goals to convene a community of practice for non-profit housing providers to exchange knowledge, hear from tenants about the barriers and struggles faced daily in affordable housing, and to educate the greater community about how affordable housing becomes an asset, not a problem, in our neighbourhoods.



SINKUNIA COMMUNITY DEVELOPMENT ORGANIZATION

Received funding for their 'Tell it like it is' project. The project addresses the issue of a growing number of African immigrant youth joining gangs in Edmonton. 'Tell it like it is' aims to prevent social isolation and barriers to social integration, by providing constructive avenues for self-expression and social bonding through facilitated group discussion and artistic expression of youth stories using rap and video.

Sinkunia programs are places where you discover your true self and appreciate who you are – that you are unique no matter what. Some of their programs have taught me how to take care of myself and help others get through difficult situations.

Sinkunia Program Participant

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

Augustana



What a great year 2018-19 has been for Community Service-Learning at Augustana!

We've been very fortunate to coordinate again this year with so many great Camrose and area partners, both new and seasoned! From our various Elementary and Junior High classroom placements, to policy creation projects, to event planning, the incorporation of Service-Learning into community-university engagement has flourished this year thanks to the hard work of community partners, LAB staff, and instructors who are dedicated to ensuring rich learning opportunities for all stakeholders of Service-Learning.

This year marks some key changes to personnel in the Learning, Advising & Beyond (LAB) Office and Augustana more broadly. Two key changes: we welcome Gavin Wilkes, who joins the LAB team to assist in the coordination of Service-Learning placements as well as address Augustana Students' need for academic advising. We also wish Dean Allen Berger, who has been in his position since 2011, a happy retirement: we want to thank Dean Berger for all his support and encouragement as we worked to establish and maintain collaborative community projects, and we wish him all the best in his retirement!

Finally, I have worked with faculty and staff this academic year to formalize a working draft of a 'Strategic Direction' document that, implicitly, has guided the implementation of CSL at Augustana over the previous years. As part of this process, our hope is to hold community partner consultations over the summer of 2019 to examine and revise that draft document, and ultimately to formalize those guidelines that will inform the CSL program at Augustana for the next 5 years. LAB will send notices about the timing of those consultations; we sincerely hope you can make one of those working sessions to help further improve the program and its ability to address stakeholders' needs.

Jason Taylor, PhD
Director of Experiential Learning
Augustana Campus, Camrose



245
STUDENTS

57
ORGANIZATIONS

25
COURSES

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THE CSL TEAM

- Barb Baker, Assistant Director, Administration
- Kelsi Barkway, Humanities I0I Assistant Program Coordinator
- Nicola DiNicola, Graduate/Undergraduate Advisor
- Jill Flaman, Communications & Program Coordinator
- Winta Ghidei, Evaluation Coordinator
- Tasmia Hai, Evaluation Coordinator
- Erin Kelly, Partnership Coordinator
- Shingirai Mandizadza, Evaluation Coordinator
- Diane McKen, Administrator
- Ceilidh Morrissette, Executive Assistant/Research Coordinator
- David Peacock, Executive Director
- Lisa Prins, Humanities I0I Coordinator
- Lynn Sutankayo, Partnership Coordinator
- Tine Tennesen, Administrative Assistant



We thank both Barb and Lynn for their years of hard work and support of the CSL program. *Best wishes!*



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Community Service-Learning

Faculty of Arts
University of Alberta
400 Arts & Convocation Hall
Edmonton, Alberta
Canada T6G 2E6
1.780.492.9557
csinfo@ualberta.ca

uab.ca/CSL

