



University of British Columbia-Community Learning Initiative

Second Annual Report to the J.W. McConnell Family Foundation

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Introduction

This report summarizes the progress made in the past year by the UBC-Community Learning Initiative¹ (UBC-CLI), a model for the advancement of curricular Community Service-Learning (CSL) projects that take place in the non-profit sector. The UBC-CLI is being supported by a generous five-year grant from the J.W. McConnell Family Foundation made through its University-Based Community Service Learning Program and by complementary funding from the University of British Columbia (UBC). This report summarizes progress made in the second year of the five-year project, from April 1, 2007 to March 31, 2008.

The goals of the UBC-CLI as stated in the original proposal are as follows:

1. To enhance students' learning: about themselves and their roles as global citizens; about critical community issues; and about academic fields of knowledge.
2. To apply the resources of the university (people, knowledge, and methods of inquiry) to critical community issues (social, ecological, and economic).
3. To build the capacity of the university and community organizations to engage in successful university-community partnerships.
4. To evaluate the processes and outcomes of the UBC-CLI and disseminate the results so that the lessons learned through the planning and implementation of the UBC-CLI can benefit the CSL field.

In its second year, the UBC-CLI has made further significant progress with respect to these goals, using a modified approach to resource allocation compared to its first year. This year's progress report uses the report template recommended by the McConnell Foundation. The report is based on the experiences of the staff and faculty who were instrumental in the planning and implementation of this year's activities as well as input from faculty, community organization representatives, and students who took part in annual evaluation interviews.

Outputs and Operations

Courses and CSL Participation by Students and Non-Profit Organizations

This year, a new approach to resource allocation was implemented, with only one full-time coordinator position, one part-time research assistant, and three part-time student positions being centrally situated within the UBC-CLI. Other funds were distributed to individual faculty members who were integrating CSL projects as key features of new or significantly re-designed courses. Faculty used these funds to hire course coordinators who helped make connections with community organizations, and/or teaching, research, or academic assistants (graduate students who perform teaching, research, or other functions). The following courses were supported this year:

¹ The original name for the model was "UBC-Community Learning Institute." As part of the finalization of the governance structure for the UBC-CLI, it was decided that "initiative" was a more appropriate label since the term "institute" carries connotations within academic settings that are not satisfactorily descriptive of the goals or activities of the UBC-CLI.

- A third-year core course in Land and Food Systems that focuses on food security and sustainability. In this course, self-led student groups undertook research for a community organization; some groups completed a hands-on CSL project in addition to the research.
- A new Coordinated Arts Program course on the theme of “civil society.” In this course students engaged seniors in conversations about their past and current involvement in civil society.
- The first core course² taken by students in Applied Science who have chosen civil engineering as their specialty. The focus of the course is on building teamwork skills and introducing students to key concepts related to sustainability and professional ethics. Groups of students did sustainability-oriented CSL projects during Reading Week under the leadership of graduate students from the School of Community and Regional Planning (SCARP) who formed relationships with community organizations and planned the CSL projects as part of a course in social learning taught by the UBC-CLI Director. This innovative use of CSL to link undergraduate and graduate students in professional schools in disciplines that often collaborate post-graduation is unique.
- A new course in Creative Writing designed to teach writers how to be teachers. This course has been designed to respond to the reality that most writers teach to supplement their income from published works but receive no instruction in teaching methods.

Support was also provided to two Student-Directed Seminars³ where CSL formed a vital part of the course. This was the first time that CSL projects have been incorporated into a Student-Directed Seminar at UBC. In addition, we offered faculty members that we had worked with in Year One the option of again having their students do a CSL project during Reading Week. As was the case in Year One, central UBC-CLI staff did the initial planning of these projects and the student groups were led during Reading Week by a UBC staff member who was involved in the community leadership training program being developed in partnership with Human Resources and Student Development.

Last year, we anticipated that we would involve 550 students in CSL projects through the UBC-CLI at UBC Vancouver. We almost reached this target, involving a total of 501 students who were involved in 15 courses. These students completed CSL projects in a total of 38 different organizations. Appendix A presents a table showing the number of student and organization participants for each course. Appendix B presents a brief description of the CSL projects that were completed.

Research and Evaluation

We completed in-person evaluation interviews with all the faculty members who taught courses where CSL projects were done during Reading Week as well as all the 16 organizations that were involved in these courses. Interviews with project leaders are currently being conducted. A brief report summarizing the input from these interviews will be available in the fall. We assessed the satisfaction of undergraduate students who took part in Reading Week projects using the same questionnaire we used last year.

² Students actually enroll in two one-term courses but both are mandatory and sequential. For UBC-CLI purposes this is being considered one course.

³ Student-Directed Seminars are innovative courses where one or more student leaders design the course syllabus, recruit student participants, and lead seminar discussions under the guidance of a faculty mentor.

Appendix C presents the results from the questionnaire. We also did a small number of personal interviews with students, but as was the case last year, we were very disappointed in the low response to our invitation to students to take part in an interview, despite the offer of an incentive (the chance to win a \$100 gift certificate for the UBC Bookstore). Faculty members who received support for CSL projects done in periods outside of Reading Week sought input from students and from partner organizations in more informal ways.

The UBC-CLI Planning, Implementation, and Evaluation Committee (PIECe) has spent considerable time this year discussing the key research questions that warrant attention. The need to assess the outcomes of CSL continues to be a focus. Given the growing appreciation for the importance of critical reflection, questions related to reflection are emerging as another strong research focus. More will be said about the research aspects of the UBC-CLI in later sections of this report.

Dissemination Activities

Faculty, staff, students, and organizations involved with the UBC-CLI have discussed the lessons we are learning through various media this year. For example, the Director has acted as an advisor with respect to CSL and/or community-university engagement to nine universities or colleges in Canada (including the University of Toronto, Simon Fraser University, University of Victoria, Wilfred Laurier, York University and the University of Regina) as well as one university in Japan. In addition, the Director offered advice to the Canadian Community Economic Development Network in their exploration of their potential use of CSL. In February, the Director, the Civil Engineering instructor and three graduate students co-presented a tele-learning seminar on reflection in CSL for the Canadian Alliance for Community Service-Learning (CACSL).

Key Operational Challenges

One of the challenges associated with the new model for resource allocation relates to the diverse range of previous experience with and capacity for community-university engagement among faculty and staff from the university as well as staff from community organizations. Some faculty members are very skilled at forming working relationships with community organizations while others have little or no experience. Similarly, some organizations are very comfortable working with the university to design CSL projects while others are unfamiliar with CSL or other forms of experiential learning and have little or no experience working with students or faculty. It is clear that it is not always enough to simply offer funding to faculty or community organizations to develop CSL projects. There are some situations where the UBC-CLI needs to offer various forms of expertise and support, including helping organizations develop ideas for the kinds of projects students could do, helping faculty envision how hands-on projects and reflection can be linked to course work and assessed, and helping both entities in the relationship commit to achieving shared goals.

Another challenge relates to the increasing diversity in the relationships between the university and the community that are being created as the UBC-CLI evolves. This year, the UBC-CLI supported CSL projects in a wide variety of non-profit organizations that

aim to achieve a range of different missions, from supporting people with mental health problems to educating children about sustainability issues. The geographical range of partner organizations has expanded well beyond the Downtown Eastside to include organizations in suburbs around Vancouver as well as rural areas in BC. Some organizations hosted students from different courses and worked with several UBC-CLI staff and/or faculty members and therefore had to manage a number of different relationships. Some organizations were doing a CSL project for the first time; others have been doing CSL projects with UBC for as long as nine years.

Responding to this range of experience requires a range of approaches. In cases where the university continues to work with the same organization over several years, the nature of the relationship changes: While some aspects of the collaboration get easier as more and more shared understandings are created, other aspects become more challenging. For example, in the early stages of a collaborative relationship, mistakes tend to be forgiven as it is acknowledged that everyone is a beginner. Once the partners have shared feedback and identified areas for improvement they tend to have higher expectations about the efficiency and capacity of the relationship and there can be less tolerance for mistakes, especially if they are ones that have been made before. Thus, there are a variety of ways in which the network of people and organizations involved in CSL at UBC has expanded in breadth and depth. As a consequence, the complexity of the relationships has increased exponentially. Addressing the challenges associated with this increased complexity will require an increasing degree of flexibility and innovation on the part of the UBC-CLI. The later section on Impacts and Strategies will describe some of the changes envisioned.

Outcomes and Structures

The input received through various informal channels as well as through the formal evaluation interviews and questionnaires completed this year indicates that students, community organizations, and faculty members continue to place a very high value on the CSL experiences being offered through the UBC-CLI. Consistently, students express appreciation for the ways in which hands-on projects relevant to real-life issues bring their academic learning to life, organizations express appreciation for the enthusiasm of students and the impressive amount of work that a team of students can accomplish, and faculty members express gratitude for the support they receive from the UBC-CLI, whether in the form of funding or the time and expertise of professional staff. It is clear that many of the desired outcomes are being achieved.

As the UBC-CLI has evolved over the past two years, some questions have been answered and some challenges addressed. Perhaps not surprisingly, as a result of this progress, other questions and challenges are coming to the forefront. These challenges all have their roots in the tension between two underlying purposes of the UBC-CLI: To substantially increase participation in course-based CSL while maintaining the quality of the experience for the key players in CSL: students, organizations in the community, and faculty and staff from the university. This section of the report briefly outlines some of the most important challenges as they relate to various structural aspects of the UBC-CLI.

The discussion focuses on three of the six principles identified in the original proposal to the McConnell Foundation as providing guidance to UBC's efforts to advance curricular CSL. The three principles that are proving challenging to implement and that have implications for the structure of the UBC-CLI are:

1. Students will play important leadership roles.
2. A community development approach will be used.
3. The UBC-CLI will build a dispersed infrastructure with integrative strategic support.

Student Learning and Leadership

Through our increasing experience with course-based CSL, it has become clear that some students are capable of accomplishing outstanding work in the community, often with very little support or direction, while other students have limited capacity and need high levels of support. The range of readiness among students for CSL suggests that a variety of types of CSL experiences should be offered. Our intention to foster students' capacity for leadership can be realized through CSL experiences where students take the initiative to make connections with community organizations, develop ideas for CSL projects or placements in collaboration with the organization, and complete the CSL activity. Such student-led instances of CSL are cost-effective when the students require minimal support but they can involve a high level of risk, depending for example, on the capacity of the student to actually deliver on the agreed-upon plan. The following quote from a student from UBC's Sauder School of Business who coordinated an environmental awareness event for high-school girls as part of a Student-Directed Seminar illustrates the kind of learning outcomes that student-led CSL can achieve.

"Seeing so many great examples of work that my peers are doing with their CSL projects have shown me that although cliché, a little can definitely go a long way. This class has been one of the most enriching and interesting courses I've taken during my degree here at UBC, and I'm sorry to see it end so soon! At the same time, I've learned many important things, which I'll now take with me wherever I go! The CSL forced me to jump into this, and I'm so glad I did... I learned more about the different local sustainability groups that are doing great work in Vancouver, I was able to work with great people at YWCA who taught me a few things about how a large nonprofit is run, and taking a 'sustainability' approach to the actual organization of the event has forced me to take a look at my own lifestyle and where I can reduce consumption and make smarter choices."

This quote shows that the CSL experience increased the student's sense of personal agency, raised her awareness of sustainability problems and the work of the non-profit sector, and had a direct influence on her current and possibly, future, choices in life. But we know that some of the students in this course struggled to fulfill the level of responsibility that was required. How can we assess the readiness of a given student to take on a leadership role in CSL? What should be done when students in the same course or the same CSL project group have varying levels of capacity to enact different dimensions of leadership? Effective responses to these challenges requires the involvement of skilled personnel with knowledge of both CSL and student development principles who can monitor student performance and provide guidance. When the

creation of opportunities for student leadership involves a high need for support, the approach becomes costly. But this approach may lead to the most significant learning outcomes, at least for some students. This example illustrates the challenge in finding the right balance between efficiency and efficacy: We can create structures that expect students to act effectively as leaders, but we need to recognize when support is needed, know what kinds of support to give, and make sure the support that is offered is effective.

Using a Community Development Approach

Part of the vision for the UBC-CLI is that the model will result in long-term, sustained collaborations between community organizations and UBC where CSL projects will contribute significantly to the ability of organizations to achieve their strategic goals. Ideally, these collaborations will be founded on community development principles (e.g., initiatives will be based on sound analysis of community assets and capacities not just needs, and initiatives will result in increased self-reliance and empowerment rather than increased dependence on external resources).

As the UBC-CLI evolves, it is becoming clear that a community development approach should be applied both to our relationships with organizations external to the university and our working relationships within the university. In the course of the annual evaluation interviews, some faculty members and some organizations indicated an interest in not only connecting more directly with the other stakeholders in CSL (e.g., organizations want more contact with course instructors so they can more effectively tailor CSL projects to meet course learning objectives) but they also expressed interest in connecting with their peers (e.g., organizations want to meet with other organizations that participate in CSL to share experiences and lessons learned). While some faculty members and organization representatives indicated strong appreciation for the brokering and planning role that UBC-CLI staff members play, others want fewer “cooks in the kitchen.” There seems to be a readiness on the part of at least some faculty members and community organizations to play a more active role in the initiation and planning of CSL projects.

This apparent readiness, coupled with the intention to develop strong, ongoing collaborations between the university and community organizations, and the goal to increase the scale of UBC’s CSL activities, all point to a need to further rethink the way that CSL relationships are structured. This process was begun this past year with the allocation of funding directly to a small number of faculty members who were trying innovative ways of integrating CSL into their courses. Based on our experiences this year and feedback from the various players in CSL, the following changes will be made in the coming year to the way our CSL relationships are structured:

- In cases where the relationship between an organization and the Learning Exchange or the UBC-CLI are strong, we will develop more formal and comprehensive joint planning processes and agreements to specify how many students will do CSL within the organization and how their activities will contribute to the fulfillment of the organization’s mission. For example, one such effort is already underway involving the Learning Exchange/UBC-CLI and the YWCA of Vancouver. A planning graduate student working under the supervision of the UBC-CLI Director did an internship at the

YWCA that resulted in the development of a set of recommendations and planning tools that will be used to formalize existing relationships and expand the YWCA's engagement with students doing CSL.

- We will create an ongoing staff position to act as an animator and organizer of a network of community organizations and schools. For example, this person will facilitate events where community organizations come together to learn from each other and develop ideas about how they can engage in CSL more effectively.
- We will invite staff from community organizations where CSL projects are being done to take part in our leadership training program and support them to act as leaders of CSL projects within their own organizations.
- We will host events where faculty members can reflect on their experiences with CSL and learn about best practices. The PIECe committee has become the core of what we envision as a growing community of CSL faculty practitioners. The UBC-CLI and UBC's unit for Teaching and Academic Growth will co-host monthly lunchtime discussion groups for faculty. It is expected that these monthly discussions will lead to other forms of dialogue and collaboration, e.g., interdisciplinary research on CSL.
- We will organize opportunities for community organizations and faculty members to connect directly with each other so that stronger links between particular course learning objectives and associated CSL projects can be made. This will involve new approaches to the formation of instructor-community relationships that will aim to address common challenges as well as challenges that are unique to particular contexts, e.g., the difficulty faced by instructors of large courses whose students may be involved with ten or more different community organizations.
- We will encourage the design of CSL projects that can be implemented in time frames outside of Reading Week (e.g., on consecutive Saturdays). This will give both organizations and instructors more flexibility to respond to their own particular contexts.

Dispersed Infrastructure with Integrative Support

The Learning Exchange and the UBC-CLI have been successful in building a strong foundation for CSL at UBC. However, if UBC's ambitious CSL student participation targets are to be met in a cost-effective manner, a significant number of faculty members will have to be incorporating CSL into their courses. In order for curricular CSL to become an integral part of academic teaching at UBC, the responsibility for its implementation needs to be firmly rooted in the academic infrastructure, and the way in which CSL is centrally supported needs to move away from the ad hoc, hands-on ways in which the Learning Exchange and the UBC-CLI have operated in the past.

In the effort to move towards the situation where faculties are committed to the strategic value of incorporating CSL into particular courses and have the expertise to implement high-quality CSL, we have been meeting with various administrators and faculty members to identify alternative ways in which the UBC-CLI can support course-based CSL. In the coming year we will be developing several pilot initiatives, all based to some extent on the kind of infrastructure used by UBC's Development Office where fund-raising personnel are located in specific faculties and schools but are jointly funded and supported/supervised by the faculty and the central Development Office. We will be working with the Faculty of Land and Food Systems to jointly fund and support a staff

position whose role will be to act as a catalyst and coordinator for the faculty's various community engagement initiatives, including CSL. We will be working with the Faculty of Arts to integrate a CSL specialist into the Centre for Arts Students Services team (which comprises Co-Op, Student Development, and Career Services). In Arts, we will place particular emphasis on advancing CSL in the departments where community-based experiential learning has the greatest potential to enhance learning outcomes, e.g., Psychology, Geography, Political Science, and Sociology. We are working with the Dean and Associate Dean of Science to explore the creation of new capstone courses in departments where CSL projects can contribute to students' ability to grasp and apply the key concepts and principles of their discipline. We anticipate that these initiatives will result in stronger connections between the UBC-CLI and particular faculties and departments as well as important learning about how to embed CSL in the curriculum.

Impacts and Strategies

It is important to note that the work of the UBC-CLI is part of the larger context of CSL at UBC that includes CSL done through the Vancouver Learning Exchange (i.e., co-curricular CSL [CSL done outside of academic courses] and co-curricular and curricular CSL done in public schools in Vancouver), as well as CSL done through the new UBC Okanagan Learning Exchange, plus curricular CSL done independently by individual faculty members. A total of 1162 undergraduate and graduate students were involved in CSL organized through the UBC-CLI and the Learning Exchange in the 2007-2008 academic year. (See Appendix D for a schematic of the various programs and initiatives led by the Learning Exchange and the number of students involved in each program or initiative last year.) We are currently gathering information in order to generate a picture of other CSL work being done by individual faculty members at UBC Vancouver.

UBC's strategic vision, Trek 2010, commits UBC to the development of CSL programs (both curricular and co-curricular) that involve at least 10% of UBC's students. If the total undergraduate population is used as the denominator, this means that we are aiming to have 3,600 undergraduate students at UBC Vancouver and 460 undergraduate students at UBC Okanagan involved in CSL each year. Meeting this goal will require a substantial expansion of UBC's CSL activity. While the goal of offering more students the opportunity to engage in CSL is clear, many questions remain about how best to reach this goal. Therefore, the Director of the UBC-CLI and Learning Exchange has undertaken a strategic planning process that will:

1. Determine how to effectively and efficiently increase student participation in CSL programs or activities at UBC while ensuring that these programs or activities continue to generate positive outcomes for students and community organizations and the university.
2. Make recommendations to the Executive regarding the best ways to institutionalize CSL programs and activities, including determining the future role(s) of the Learning Exchange and the UBC-CLI in CSL and outlining the appropriate decision-making structure(s) that will enable the successful fulfillment of these roles.

This strategic plan will consider CSL within the larger context of other forms of community-based experiential learning such as co-ops and practica, and the even larger context of community-university engagement. It is expected that the plan will be complete and approved by the Executive by the end of March 2009.

The President and Executive are strongly supportive of this planning process and see it as a way of ensuring that UBC successfully scales up its CSL activities. This support is a testament to the impact that the UBC-CLI and the Learning Exchange have had within the university. Further evidence of impact can be seen in the recent significant increase in the university's financial contribution to the Learning Exchange and the UBC-CLI. This increase is especially noteworthy since it has come at a time when the competition for limited funds is extreme. The support for CSL is part of the university's increasingly strong focus on improving the undergraduate experience at UBC. Other efforts include the LEAD initiative (www.lead.ubc.ca) and the Carl Wieman Science Education Initiative (www.cwsei.ubc.ca).

This is a propitious time for the advancement of CSL and other forms of community engagement at UBC. The focus on teaching innovation and curricular reform presents an important opportunity for dialogue about the learning outcomes we are aiming to achieve and the adoption of non-traditional teaching approaches. Based on the frequent references to CSL made by the President in his speeches, it is clear that CSL is being seen as a strategy that leads to the impacts UBC is striving to achieve. CSL is perceived as providing our students with transformative learning experiences that prepare them to be exceptional global citizens while at the same time promoting the values of a civil and sustainable society.

The value that community organizations place on CSL can be seen in the fact that all the community organizations with which the UBC-CLI has collaborated want to continue their relationship with UBC. As the research aspects of the UBC-CLI develop, we will become better able to assess the effects of CSL on community organizations.

While the strategic plan for CSL is being developed, the UBC-CLI will be pursuing the following interim strategies as a way of continuing to build expertise and infrastructure in relation to CSL:

1. In order to reduce duplication and share resources, a CSL team that includes staff from the Learning Exchange and the UBC-CLI has been created. This team is being led by a new Associate Director for CSL.
2. The previously-mentioned pilot initiatives with the faculties of Land and Food Systems, Arts, and Science will be implemented as a way of assessing the feasibility of different ways of structuring support for curricular CSL.
3. We will build networks or "communities of practice" involving the key players in CSL: students; community organizations; instructors and staff, including staff who act as CSL project leaders.
4. We will develop new ways of making connections between different groups of players (e.g., instructors and organizations).

5. We are developing a new website that will be a resource for the various key players in CSL. This will be an interactive website with resources such as sample CSL project plans, sample project reports written by students, bibliographies of relevant literature, questions for reflective journals and group discussions, guidelines for collaborative decision-making, etc. Spaces for on-line discussion and reflection specific to particular actors in CSL or specific courses will be created.
6. We are working to identify a range of roles that the UBC-CLI can play in addition to the role we have been playing (including funder, consultant, broker, trainer, trouble-shooter, ombudsperson) and to develop a process whereby we can determine which role(s) we should play in which contexts, depending on the capacities, interests, and needs of the other players in CSL.

All of these changes will contribute to the strategic planning process that will be a major focus for the coming year. The changes are part of the effort to build in more flexibility and innovation in the way that centralized support is provided for curricular CSL while building a broader base of commitment and expertise both within the university and in the various external communities with which UBC collaborates.

The planning process will include discussions with various players or stakeholders including students, representatives from community organizations and schools, faculty members and administrators, and UBC staff who are involved in CSL or other forms of community-based experiential learning. This focus on re-envisioning the “how” of curricular CSL at UBC and building the infrastructure to enable significant growth in the medium to long term will mean that we may not reach the targets for student participation in 2008-2009 that were projected in the original proposal to the JW McConnell Family Foundation. We anticipate engaging between 600 and 700 students this year rather than the earlier target of 900. Placing the emphasis on preparing a solid foundation for significant long-term growth rather than meeting arbitrary short-term targets is in keeping with the McConnell Foundation’s hope that their funding will enable the development of CSL models that achieve long-term sustained impact in the university and the community.

Director’s Reflections

The final section of this report is a response to the McConnell Foundation’s invitation to offer personal reflections on the challenges of doing work that requires acting as a bridge across the community-university divide. I will focus my comments on the underlying tension identified earlier: the tension between quantity and quality—how to “scale up” while ensuring that what is being done is worth scaling up. That this is the underlying tension at this time is evidence of the progress that has been made at UBC. We have passed through the initiation phase and have succeeded in getting CSL “on the radar” of the university as well as various external communities, including geographic communities (especially the Downtown Eastside) and communities of interest (e.g., non-profit organizations with particular strategic goals). A footbridge has been crafted out of available materials. And, as a result of the traffic among early adopters, the bridge, as

currently constructed, has reached its load capacity. CSL is valued and there is a strong impetus within the university and among community partners to increase the level and scope of activity. But what kind(s) of crossings will serve the purpose?

The idea of “going to scale” is itself an industrial-era metaphor that suggests certain kinds of strategic responses that a large bureaucratic institution might undertake. When a university imagines an industrial-style expansion of CSL the first impulse might be to build multi-lane highways supported by concrete pillars. This might work for some of the larger community partners in CSL such as public schools and large, established non-profits. But for many valuable community partners, the hand-built, swaying, locally-maintained footbridge that exists at many points along the divide is the right form and the noisy, fast-paced highway that forces travelers to converge on a central entrance and exit point is not. Our experience to date suggests that what is required is a manageable mix of approaches, where the contours of the existing landscape are honoured and adapted to, and where a range of types of crossings are built and maintained at many different places.

Our experience also suggests that the metaphor of “scaling up” may not be the best one to apply to the question of how to increase the level and range of CSL activities undertaken by universities and community partners. Similarly, thinking about how to “institutionalize” CSL (as I have been doing) may not be wise. The process of institutionalization entails questions about legitimacy and power. The goal is to move an innovation from the margins to the centre of the institution. The CSL “movement” in the United States has been preoccupied with this process. (It must be noted that there is little discussion within the academy of how to embed CSL in the community sector; the drive to institutionalization is mainly focused on gaining acceptance and uptake within educational institutions. This inattention to the community perspective represents an ongoing weakness in the CSL field.) Various strategies are being used or have been suggested, including having students do research as their contribution to the community,⁴ conducting research about CSL, and making CSL itself an academic discipline (community studies).

But this preoccupation with establishing the legitimacy of CSL only within existing academic norms and structures may not lead to the creation of a bridge that allows traffic to flow equally smoothly in both directions. The bridge needs to be acceptable and valued by travelers from both sides of the divide; otherwise it risks being an avenue for exploitation or conflict or it may simply fall into disrepair. But this is more easily said than done.

Being a bridge means you have one foot on either side of the divide but you are stretched across a chasm. In order to retain your footing on either bank, your position has to be valued by the occupants of each territory. But, when the two territories are the university and the community, the social, cultural and organizational norms and standards are not only different but they are sometimes contradictory. For example, in the university, status is gained through claiming credit for individual accomplishments and being recognized

⁴ This seems to be a move based on the fact that research is a more highly valued activity in the university than service; whether research is what is valued in the community is not considered.

by peers as someone who has made a unique and noteworthy contribution to a particular field of study. Applying for and receiving research grants and awards of various kinds is an important part of academic life. In the community sector, however, especially in the grass-roots arena, respect is given to those who work selflessly as part of a collective without concern for personal recognition or reward. What gains respect on one side of the divide is seen as either shameless self-promotion or ineffectual mediocrity on the other. How does a bridge-builder or border-crosser gain legitimacy in different settings where the norms are so different? One answer is to somehow try to meet both sets of expectations. And to some extent, the success of CSL at UBC and elsewhere suggests that this is possible.⁵ But there are limits to the ways in which a chameleon can accommodate to changing contexts. It may be that service-learning proponents who are seeking legitimacy according to the standards of the academy alone have been so focused on fitting into that context that they are at risk of institutionalizing something that has lost its essential integrity, including its ability to change and adapt.

Based on some recent reading and thinking about complexity and social innovation,⁶ it seems to me that rather than having the growth of CSL guided by the metaphors of industrial-era hierarchical bureaucracies where power is a zero-sum game, legitimacy is bestowed by authority figures, and the domains of university and community are conceived as separate, monolithic entities, it will be more fruitful for us to use metaphors arising from the fields of biology, ecology, and living systems. Saying this may provoke eye-rolling cynicism about the adoption of the latest cliché about shifting paradigms, but there is merit in paying attention to the ways in which cultural metaphors guide thinking and decision-making, especially when the effort that is being guided demands not only growth but change, including cultural change. These other metaphors suggest different ways of thinking about power and processes of legitimation.

Given the decentralized governance and culture of universities and the enormous diversity in the community sector, attempts at change or reform that are perceived as being driven by the top or by outsiders will not take root. So the metaphor of contagion may be a more appropriate metaphor to guide the growth of CSL. And the role of CSL support units may be more appropriately envisioned as viral agents than bridges. And/or it may be helpful to focus more on the crossing *function* and the question of what exactly is crossing the bridge rather than the structure of the bridge itself. So the role of CSL support units and personnel would be to create and strengthen communication pathways to connect nodes within CSL networks or ecosystems.

The question of what exactly is the nature of the connection between people doing CSL brings me back to the question of how to ensure the quality of CSL. It is becoming a mantra that CSL is all about relationships. This is partly why CSL is so difficult to implement. The academy and the community sector are different social and cultural systems. Creating a scale, range, and depth of high-quality CSL opportunities that have

⁵ Space does not allow a discussion of the challenges involved in recruiting and retaining people who can successfully cross multiple social and cultural boundaries but this difficulty exists.

⁶ My thinking has been particularly influenced by *Getting to Maybe: How the World is Changed* by Frances Westley, Brenda Zimmerman, and Michael Quinn Patton. Random House Canada. 2006.

significant impacts will require both universities and community organizations to think differently and to interact with different people in different ways. For example, the following factors will cause the pathways between and among different people or network nodes to be in tension:

- Propensities for collaboration or competition
- Expectations around the pace of work
- Perception of and tolerance for risk, uncertainty, and error
- Perceptions of when it is time for action vs. time for thought or analysis.

These tensions will be experienced as uncomfortable. Implicit, shared social and cultural norms and rules are what bring comfort to stable and familiar social systems. Some CSL practitioners and authors assert that it is the encounter with “the other” that brings power to the student experience in CSL. When we orient students to CSL and their engagement in the community, we point out that, “If you are comfortable, you are not learning.” CSL brings everyone into the realm of “the other” to some extent. Perhaps we proponents of CSL need to get better at giving the same message to faculty members and community partners and supporting them to move through the discomfort—the virus will cause a fever but, if survived, will result in a stronger and more adaptable immune system. This may be a tough sell, but if the implicit purpose of CSL growth strategies is to make CSL so easy for everyone that it can be done without anyone being uncomfortable, it will not lead either to the reform of educational practices and institutions or the transformation of individuals.

Financial Report

Total project expenses for this year were less than the estimated budget for Year Two: \$240,885 compared to \$327,286. Approximately \$40,000 from this year’s McConnell Foundation grant will be carried forward into Year Three. Appendix E presents the detailed financial statement for Year Two and a narrative explaining significant variances. This appendix also presents the budget for Year Three. This differs from the budget in the original proposal because of the changes to the resource allocation model that have been made.

**Appendix A:
UBC-CLI Student and Organization Participation by Course**

Course	Number of Students	Number of partner organizations	Timing of CSL project
Land & Food Systems 350	205	17 (including 1 school)	Term 1
Coordinated Arts Program 121/122	33	1	Term 2
Creative Writing 439/539F	14	6 (including 3 schools)	Term 2
Civil Engineering 201/202	107	9	Reading Week
Planning 548B	11	9 (Same as CE 201/202)	Reading Week
Student Directed Seminar: <i>Perspectives of Health Promotion: From Local to Global</i>	16	1	Reading Week
Student Directed Seminar: <i>Think Globally, Act Locally: Citizenship in Vancouver</i>	10	1	Term 2
Reading Week (various):		Total of 10 for courses below	All projects below took place during Reading Week
Biology 345	9		
Coordinated Arts 111	14		
Food, Nutrition, and Health 473	32		
Food, Nutrition, and Health 250	15		
First Nations Studies 200C	5		
Geography 472	4		
Interdisciplinary Health and Human Services 200	15		
Geography 407	11		
TOTAL	501	38 different organizations ⁷	

⁷ Some organizations hosted more than one project and students from more than one course.

Appendix B: UBC-CLI Projects 2007-2008

Projects held during Reading Week 2008:

Organization	Course & Project	Description
Coast Mental Health	Interdisciplinary Health & Human Services 200: Social and Recreational Activities	Two groups of students led residents at one of Coast's supported housing facilities in various social and recreational activities including playing games, sharing a meal, and making crafts.
	Food Nutrition & Health 473: Food and Nutrition Workshops	Building on the work of last year's students, this year's team developed mini-workshops and community kitchen sessions for the residents of Coast's residential houses.
	Food Nutrition & Health 473: Nutrition Resource Development	Along with the staff and clients of Coast Mental Health, students created pamphlets, brochures, and nutrition resources that included costs of nutritious foods and cooking recipes. These resources will be used by Coast to promote healthy food and nutrition choices.
YWCA Munroe House	Civil Engineering 201/202: Demolition and Building Project	A group of students helped make the social room at Munroe house more useable by demolishing the bar and counters and building shelving and storage units.
	Geography 472: Resource Mapping Project	This group of students took an inventory of various places that are relevant to women who live at Munroe House such as the food bank, income assistance office, and schools and created a map of their locations. They also built on work done by Sociology students last year by making maps of various housing options in Vancouver.
Terra Nova Schoolyard Society	Food Nutrition & Health 473: Children's Food Security Project	UBC students created a Food Security Kit that will help Grade 5, 6 and 7 students prepare a presentation to Richmond City Council about food security.
	Civil Engineering 201/202: Exploring Alternative Energy Sources	This group of students helped re-build the "Living Seat", a rain catcher made from solar panels that uses alternative energy sources to run a simple school science project as a showcase for sustainable farming.
	Coordinated Arts Program 111: Sight Impaired Storybook Project	Students helped to design a short story of the Terra Nova project from a child's perspective to be read by children to sight-impaired people.
Musqueam First Nations Band	First Nations Studies Program 200: Creek Revitalization Project	A team of UBC students assisted the Musqueam Band with their on-going revitalization of Musqueam Creek, the last wild salmon-spawning creek in Vancouver. Students helped clear invasive plants and clean up the surrounding trail.
Agora	Food Nutrition & Health 473: Educational Material Development & Healthy Local Produce Research	By examining Agora's inventory and identifying alternatives to nutritionally/regionally weak ingredients, students got hands-on experience working in a local food market and gained a better understanding of food system issues. They also developed educational materials displaying information pertaining to nutrition in the community.

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Evergreen	Geography 472: Invasive Plant Mapping Project	Students surveyed invasive plants at Mahon Park in North Vancouver using a portable GIS unit. Based on data collected, they created maps that will be used by future Evergreen volunteers as a planning tool for effective restoration activities.
Stream of Dreams Murals Society	Co-coordinated Arts Program, ENGL111: Creating Watershed Educational Props	A team of students helped the Society construct creative and engaging educational props to be used to educate children in elementary school about the life and function of watersheds, rivers and streams. They also reviewed the Society's website and suggested improvements.
Vancouver Native Health Society	Food Nutrition & Health 250: Children's Nutrition Project	Students helped VNHS develop nutrition education materials for children to teach them about fruits and vegetables and choosing healthy options. The students compiled several recipes for children that make eating vegetables and fruits fun, including a nutritional analysis of each.
UBC Farm	Biology 345: Cob Shed Building Project	Students worked at the UBC Farm to help complete their cob shed, which is made from a mixture of sand, clay, and straw.
YWCA Crabtree Corner	Food Nutrition & Health 250: Children's Nutrition Workshop	A team of students prepared a workshop on children's nutrition for the Single Mom's parenting group at YWCA, which included a needs assessment, dietary suggestions and creating healthy snacks.
	Civil Engineering 201/202: Resource Unit Building Project	To help organize Crabtree Corner's pamphlets and newsletters, this team of students built storage units that would hold and display these resources.
Science World at TELUS World of Science	Civil Engineering 201/202: Outdoor Science Experience	Civil engineering students acted as adhoc "designers" and "creative advisors" to provide input for Science World's plans to create a new sustainability-themed exhibit.
Habitat for Humanity	Civil Engineering 201/202: Building the Future	Two groups of students spent one day helping at Habitat for Humanity's Restore, and two days helping in the construction of Habitat's houses where they gained construction skills and learned about housing issues.
YWCA Rooftop Garden	Civil Engineering 201/202: Cold-Frame Building Project	A team of students designed and built cold-frames (mini-greenhouses) that will allow the YWCA to plant vegetables earlier in the season and provide more fresh produce to women and children in the Downtown Eastside.
	Civil Engineering 201/202: Trellis Building Project	Another team of Civil Engineering students researched structural designs and appropriate layouts, then constructed a trellis system for vines (such as raspberries).
Pacific Streamkeepers Federation	Civil Engineering 201/202: Various projects	Four teams of students completed various projects including designing and building new fish feeders, designing and building model fish ladders and using them to educate elementary school children about aquatic habitats, and conducting water quality testing on McKay Creek.
Dr. Sun Yat-Sen Classical Chinese Garden	Civil Engineering 201/202: Building a Ming Dynasty Fence	UBC students worked with the Garden's architect to research, design, and build a traditional Ming Dynasty fence that can now be seen at the Garden.
KidsSafe Project /Macdonald School	Civil Engineering 201/202: Compost Bin Building Project	Students designed and built a compost bin, then held fun, interactive workshops with the elementary school students to teach them about composting and its value.

Examples of Projects done outside of Reading Week:

Organization	Course & Project	Description
Various Vancouver Community Gardens	Agricultural Sciences 350: Nutrition Project	One group of students designed posters depicting the nutritional value of vegetables and fruits grown in Vancouver Community Gardens and looked for their major nutrients using online sources and the MyDietAnalysis software. They designed a food production log for staff and did research on how much food is being produced by the average community garden plot.
Portland Hotel Society Lifeskills Center	Agricultural Sciences 350: Food Resources Project	Students did research on free food options from the City of Vancouver and Vancouver Coastal Health as well as designed brochures and maps for food resources and locations close to the center.
Richmond Fruit Tree Sharing Project	Agricultural Sciences 350: Social Enterprise Project	This group of students did a research project on creating a social enterprise to generate income for the RFTSP. They focused on increasing the production of teas through research on the costs of seeds and packaging material and also on prospective sale outlets by interviewing small business owners on their interest of helping the RFTSP sell their products on consignment.
Bella Coola Valley Sustainable Agriculture Society	Agricultural Sciences 350: Bella Coola Project	A group of students traveled to Bella Coola and spent a weekend helping to winterize gardens that were managed for therapeutic and educational purposes. They also helped to prepare and share a meal that used local foods. The community used the reports students produced to help plan a forum on meat processing in the community and will be holding another forum in late September to follow up on policy issues around food safety in rural communities like Bella Coola and linkages to healthy eating.
UBC Learning Exchange; Dr. Peter Centre; Kettle Friendship Society; YWCA Crabtree Corner; Canadian Mental Health Association, three East Vancouver schools.	Creative Writing 439/539	Students facilitated writing workshops on a variety of topics including poetry, fiction, life-writing and blogging. These workshops involved a variety of groups, including, people with HIV/AIDS, residents of the Downtown Eastside, and elementary school children.
Brock House Society	Coordinated Arts Program 121/122	33 students met in groups with seniors, providing companionship while initiating a cross-generational conversation about civil and sustainable societies. Based on these conversations, students created posters that explored recent historical changes from the seniors' perspectives, focusing on themes including environmental perceptions, local food ways, and communication. Seniors attended an event at which students presented their posters, and also put the posters on display at Brock House. One senior said, "the students were so interested in what I had to say!" The conversations provided students with a chance to reflect on how themes from the course, "Civil and Sustainable Societies," have been lived and experienced by people over the past 65-80 years.

APPENDIX C: Data from Student Satisfaction Surveys

Note on Data Analysis: In order to present the survey data in an easily comprehensible way, each student’s response to each item was given a numerical score, from 1 for “strongly disagree” to 5 for “strongly agree.” Then the mean (average) for each item for each student/project group was calculated. The mean for all the students combined was also calculated (and is reported here). This way of reporting the data was considered to be more appropriate than reporting the number or percentages of students who gave each response since the number of students in each project was small and the project-specific analyses were considered equally as important as the aggregate analysis.

Questionnaire for Students (All PLAN 548B/Civil Engineering Projects)

Response rate: 98%

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. All things considered, I am happy that I took part in the Community Service-Learning project.				4.0	
2. My participation in this project was relevant to the courses I am taking.				3.6	
3. Our group worked effectively together as a team.					4.6
4. I learned a lot about community issues through taking part in this project.				4.0	
5. I would have liked to have more say about the work I did during the project.			3.0		
6. I believe this project was valuable for the community organization where I worked.				4.3	
7. I felt supported by the project leader.					4.5
8. There were times when I did not feel safe during this project.		1.8			
9. I would encourage other students to take a course that included a Community Service Learning project as part of the course work.				3.7	
10. My experiences during the project helped me to understand what it means to be a responsible citizen.				3.7	

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	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
11. The project leader did a good job of facilitating the student team's work on the project.				4.4	
12. I had fun working on this Community Service Learning Project.				4.1	
13. The reflection activities we did during the project were not valuable.			3.1		
14. The in-class orientation about CSL and working in community settings that we received was valuable.			2.8		
15. The on-site orientation we received at the beginning of the project was valuable.				3.9	
16. The project leader made sure that any safety risks related to the project were taken care of.				4.3	
17. My reflections on my project experiences helped me to think about community issues in an in-depth way.			3.4		
18. I would choose to work on this kind of community project again if I had the opportunity.				3.7	
19. The project was brought to a satisfactory close on the last day.				4.3	
20. My reflections on my experiences during the project helped me to see connections between community issues and what I am studying.			3.4		

Questionnaire for Students (All Other Reading Week Projects)

Response Rate: 92%

Please indicate your level of agreement or disagreement with each of the following statements.
Please read each statement carefully before answering.

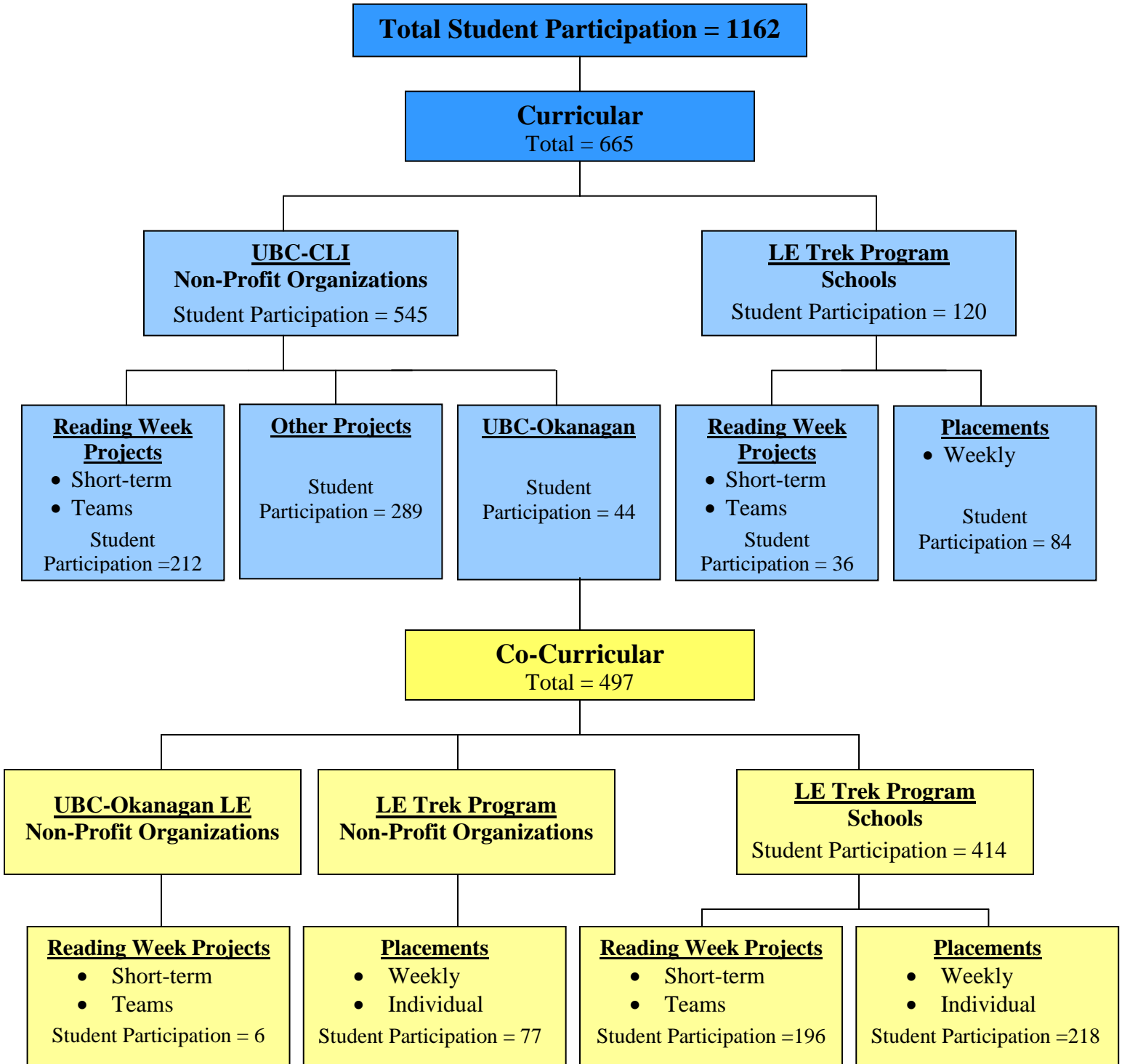
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. All things considered, I am happy that I took part in the Community Service-Learning project.					4.6
2. My participation in this project was relevant to the courses I am taking.				4.2	
3. Our group worked effectively together as a team.					4.7
4. I learned a lot about community issues through taking part in this project.				4.2	
5. I would have liked to have more say about the work I did during the project.			2.7		
6. I believe this project was valuable for the community organization where I worked.				4.4	
7. I felt supported by the project leader.					4.6
8. There were times when I did not feel safe during this project.		1.6			
9. I would encourage other students to take a course that included a Community Service Learning project as part of the course work.					4.5
10. My experiences during the project helped me to understand what it means to be a responsible citizen.				4.0	
11. The project leader did a good job of facilitating the student team's work on the project.					4.5
12. I had fun working on this Community Service Learning Project.					4.5
		2.3			
13. The reflection activities we did during the project were not valuable.					

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	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
14. The in-class orientation about CSL and working in community settings that we received was valuable.			3.2		
15. The on-site orientation we received at the beginning of the project was valuable.				4.1	
16. The project leader made sure that any safety risks related to the project were taken care of.				4.3	
17. My reflections on my project experiences helped me to think about community issues in an in-depth way.				4.1	
18. I would choose to work on this kind of community project again if I had the opportunity.				4.3	
19. The project was brought to a satisfactory close on the last day.				4.4	
20. My reflections on my experiences during the project helped me to see connections between community issues and what I am studying.				4.1	

**Appendix D:
Student Participation in CSL through the Learning Exchange and
UBC-Community Learning Initiative**

Community Service-Learning at UBC 2007/2008



Highlights of 2007/2008:

- A total of **1162** students participated in CSL programs and projects through the Learning Exchange and UBC-CLI this year. This represents a **36%** increase from 2006/2007. Last year's total student participation was 853.
- **57%** of total participants this year did their CSL project or placement as part of a course.
- There was a **76%** increase in the number of students who participated in course-based Community Service Learning compared to the 2006/2007 academic year.
- 26 students were involved in Student Directed Seminars (SDS) with a CSL component. This was the first year CSL was incorporated into SDS.
- There were 18 Reading Week projects in the schools through the Learning Exchange and Student Development and 30 projects in Non-Profit Organizations through the UBC-CLI. The projects took place in the City of Vancouver, other parts of the Lower Mainland and Kelowna.

UBC-CLI supported Courses:

<u>Courses</u>	<u># of Students</u>
Projects during Reading Week:	
Civil Engineering 201/202	107
Biology 345	9
Food, Nutrition and Health 250, 473	47
Geography 407, 472	15
Interprofessional Health and Human Services 200	15
First Nations Studies 200C	5
Co-ordinated Arts Program 111	14
Total	212
Other Projects:	
LFS 350	205
Community and Regional Planning 548B	11
Co-ordinated Arts Program 121/122	33
Student Directed Seminar:	26
Food, Nutrition and Health 490, Food, Nutrition and Health 497B, Sociology 433A	
Creative Writing 539F	14
Total	289
UBC-Okanagan: 3 Courses	44