



University of British Columbia-Community Learning Initiative

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

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by

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Introduction

This report summarizes the progress made in the past year (from April 1, 2008 to March 31, 2009) by the UBC-Community Learning Initiative (UBC-CLI), a model for the advancement of curricular Community Service-Learning (CSL) (i.e., CSL done in the context of an academic course). Since 2006, the UBC-CLI, part of the UBC Learning Exchange, has been facilitating the engagement of undergraduate and graduate students in curricular community-based learning experiences that take place in non-profit organizations. The UBC-CLI is supported by a generous 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, which uses the template recommended by the McConnell Foundation, summarizes the past year's activities, highlights significant impacts, and discusses lessons learned. In addition, the report outlines the strategic responses we are implementing as a result of our experiences and includes reflections from the author, the Director of the UBC-CLI and the Learning Exchange.

The goals of the UBC-CLI 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 third year, the UBC-CLI made further significant progress in the effort to achieve these goals. A total of more than 1,000 UBC students engaged in curricular community projects or placements this year. About 75% were involved through the UBC-CLI in the non-profit sector; about 25% were involved in public schools through the Learning Exchange. The number of students doing curricular CSL or CBR increased by 66% compared to the previous academic year. This significant growth in student participation reflects an increased interest in community-based learning among course instructors and continued enthusiasm for CSL among our community partners. In order to build on the momentum that has been created, a strategic plan for the further advancement of Community Service Learning and Community-Based Research (CBR) at UBC has been completed. This plan provides a framework for the ongoing strengthening of the relationships between the university and our community partners that will result in a tripling of the number of students involved in curricular CSL and CBR within five years.

Outputs and Operations

The increased participation in CSL indicates that UBC's efforts are bearing fruit. There are other indicators that we have moved beyond the initiation phase and into an institutionalization phase: Faculty members and academic administrators are more receptive to CSL; the approach is more widely understood and seen as a legitimate pedagogy that is an effective way to operationalize UBC's vision of preparing students for lives as global citizens while advancing a civil and sustainable society; staff involved in CSL are more seasoned; and the model for resource allocation and strategic growth that has evolved is proving to be highly effective.

Participation in Community Service Learning and Community-Based Research

In the first two years of implementing the UBC-CLI we realized that the model had to allow for as much flexibility as possible in order to be responsive to the varying needs and interests of students, community organizations, and course instructors. Therefore, this year we began facilitating curricular CSL placements (weekly volunteer activities undertaken by individual students) while continuing to focus on short-term projects done by student teams. For the first time, we facilitated the implementation of projects in time-frames outside of Reading Week (e.g., some projects were done on three consecutive Saturdays). In addition, in response to UBC's increased focus on offering research experience to undergraduates, we began facilitating more Community-Based Research (CBR) experiences where students undertook a research project that investigated issues that are of concern to a community organization.¹

The total number of students involved in curricular CSL and CBR through the UBC-CLI or the Learning Exchange this year was 1,033.² These students worked with a total of 47 non-profit organizations and 26 public schools. Most of this activity took place in the city of Vancouver; some projects took place in other communities in the Lower Mainland; and a small number took place in rural areas in British Columbia. Many of the non-profit organizations and schools engaged in more than one project or hosted more than one individual student placement. The CSL or CBR projects or placements were integrated into a total of 32 courses. These courses related to a wide range of disciplines and topics and included the following:

- A large third-year core course in the Faculty of Land and Food Systems that addresses food security in diverse communities and includes a mandatory CBR team

¹ Many authors and practitioners in the CSL field view CBR as a form of CSL. The UBC-CLI takes the view that CSL and CBR are complementary but distinct activities (e.g., each requires students to perform different roles; each entails different ethical considerations and makes different demands on community organizations).

² Originally, because of restrictions on the use of McConnell Foundation funding, the UBC-CLI was envisioned as an entity that would only work in the non-profit sector. As the initiative has evolved, it has become clear that students and faculty want to have the option of doing CSL in either the non-profit sector or public schools. Given the need to make the facilitation of CSL as seamless as possible, and the significant contribution of funds from UBC for the UBC-CLI, it was agreed that UBC could include CSL done in schools as part of the UBC-CLI. The transition from the UBC-CLI facilitating only curricular CSL in non-profits to facilitating curricular CSL in other sectors has been gradual. In the coming year, the Learning Exchange will be responsible for co-curricular CSL and the UBC-CLI will be responsible for curricular CSL and CBR in public schools, non -profits, and small businesses.

project (done by 194 students) and an optional CSL placement (done by 160 students).

- A large second-year core course in civil engineering where almost all of the approximately 120 students chose to take part in optional CSL team projects that had a sustainability theme.
- Seventeen courses in the Faculty of Arts where the incorporation of CSL and CBR was facilitated by the new faculty-based CSL Coordinator. Three hundred Arts students were involved in these courses. This number represents a tripling of the number of Arts students doing curricular CSL compared to the previous year. This dramatic increase is an indicator of the success of the pilot project in Arts that connected expertise and resources from the UBC-CLI with the emerging strategic goals of the Faculty.
- One student-directed seminar that brought 15 students into the Downtown Eastside where they engaged in health promotion projects.

For a complete listing of the courses that incorporated CSL or CBR and a graphic summary of the numbers of students involved in curricular CSL and CBR and co-curricular CSL through the UBC-CLI and the Learning Exchange, please see Appendix A. For brief descriptions of the projects that were done, please see Appendix B.

In addition to facilitating the integration of CSL and CBR into courses, the UBC-CLI also provided leadership and funding for an inventory of Community-University Engagement activities in the Faculty of Land and Food Systems, a faculty with a long-standing history of community involvement. This inventory and the associated discussion and planning demonstrated a clear need for a Coordinator of Community-Based Experiential Learning in the Faculty. The report of the planning process will be sent separately.

Building Communities of Practice

Efforts to build capacity and strengthen the relationships among the various actors involved in CSL and CBR are ongoing:

- In partnership with Teaching and Academic Growth, we hosted monthly “Brown Bag” lunch discussions for faculty and staff CSL practitioners. These interactive sessions sometimes include formal presentations but more often are informal and responsive to the interests of those in attendance. The last session of the academic year attracted more than 20 people from across campus.
- John McKnight, professor at Northwestern University and highly-respected originator of Asset-Based Community Development, came to UBC in May 2008 as an invited scholar. He gave a workshop open to faculty, staff, and community members and participated in a dinner discussion with graduate students. McKnight will return to UBC in September 2009 to participate in dialogues with faculty, administrators, staff, students, and community members.
- A new, interactive website for CSL project leaders (who are typically UBC staff or graduate students or employees of our corporate partners) was created and launched, using participatory design processes. Free participation in the Community Leadership Training Program was offered to our community partners (the cost of this

program to our corporate partners is \$1500 per person) and one representative participated.

- The project that we initiated with the YWCA last year to pilot-test a centralized approach to communication and joint planning is successfully coordinating the multiple initiatives undertaken by different YWCA sites and various CSL practitioners. A similar centralized approach to joint planning and oversight of our partnership with the Vancouver Board of Education is also working effectively.

Research and Evaluation

The summary report of the evaluation input received from community organizations, instructors, and students last summer will be sent separately. This year, we are doing interviews and focus groups with community partners but are not doing formal evaluation interviews with instructors this year since we now have more ongoing relationships where feedback is given and problem-solving happens more informally. Student satisfaction was assessed using the same questionnaire format we have used previously. The results are presented in Appendix C.

Dissemination Activities

In June 2008 we hosted a dinner and dialogue on CSL as part of the annual Congress of the Humanities and Social Sciences that was attended by about 75 faculty members from across Canada. We continue to engage in informal discussions with other Canadian universities involved in CSL and CBR, including University of Alberta, St. Francis Xavier, University of Victoria, and University of Regina. In addition, in June 2008, the author led a workshop on CSL for faculty at Nipissing University and advised both the University of Toronto and York University about their community-university engagement initiatives in marginalized communities. We have also been visited by representatives from universities in Japan, Mexico, Australia, the United Kingdom, and Trinidad who wanted to learn about our approach to CSL.

Outcomes and Structures

We continue to be impressed by the consistency of the enthusiastic feedback we receive from students about how CSL experiences contribute to their understanding of the ways in which their classroom learning can be applied to real-world problems, their personal growth and sense of agency, and their interpersonal and teamwork skills. Similarly, we continue to get very positive feedback from community organizations about their satisfaction with the projects students complete and their working relationships with people from UBC. Similarly, we are getting very positive feedback from instructors and administrators as we implement our new decentralized infrastructure more fully.

At the same time, we continue to recognize areas where further development is necessary. We are far enough along in the evolution of CSL at UBC to see recurring patterns and to realize that the areas where we see strengths are the same areas where we see room for improvement. To some extent this observation is a reflection of the expectations and standards getting higher as the actors involved in CSL and CBR gain more experience. This

observation also suggests that these areas, which relate to both functional and structural factors, lie at the core of CSL and CBR.

The three core areas are:

1. Enhancing student learning
2. Creating sustained, effective working relationships among the actors involved in CSL and CBR (these include students, community organizations, course instructors, UBC staff, and, in contexts where they are involved, project leaders).
3. Building infrastructure that is supportive and strategic.

Student Learning

Although most students agree that their community-based experiences contribute to their understanding of course material, we know that not every student sees the connections. We know that more can be done to link CSL and CBR projects directly to course content. In order for this to happen, instructors have to become more familiar with how CSL and CBR work as pedagogies in their particular subject areas. In addition, instructors, teaching assistants, and project leaders or mentors have to become more highly skilled at stimulating and facilitating reflection activities, including giving feedback on written reflective journals. While instruction in these areas is helpful, in order to develop the level of skill that will make the learning experience as powerful as possible, practice is essential. The continued maturation of UBC's community of CSL and CBR practitioners through their own experiential learning will also help address the ongoing challenge of matching the CSL or CBR experience with students' level of readiness (e.g., experienced practitioners will be better able to judge students' need for structure or their capacity to take initiative).

From its inception, the UBC-CLI has intended to develop students' leadership skills and capacity. We have observed that the more students feel a sense of ownership and responsibility in relation to their projects or placements, the more powerful the learning experience. For example, in 07-08 more than 100 civil engineering students did CSL projects under the guidance of a small number of graduate students who were taking a course in planning. Last year, because the engineering instructor wanted to strengthen the learning outcomes of the course and because there were not enough planning students to assign one graduate student leader to each group of engineering students, the engineering students were given more responsibility for building relationships with community partners and planning the projects. This year's approach was significantly more challenging for the instructors and the community organizations, especially during the project planning phase (because the students did not always communicate effectively). The approach also caused more anxiety among the engineering students (because they did not have someone giving them specific directions about what to do next). However, this year, after the projects were complete, the engineering students were much more enthusiastic about the projects and their learning outcomes than the previous year's students. The sense of accomplishment expressed by this year's student cohort and their excitement about having made it through the planning and implementation process and delivered tangible results for the community partner were remarkable.

This experience has strengthened our motivation to give students more responsibility and autonomy while, at the same time, creating a container for their creativity that gives community partners and instructors the necessary level of certainty.

Collaborative Relationships

As noted in last year's report, it is widely recognized that the success of CSL and CBR projects depends on the strength of the relationships among the actors involved. We are committed to building relationships using a community development approach as much as possible. We are increasingly using the metaphor of complex adaptive systems to conceptualize our work. The appropriateness of this metaphor is becoming more evident as our programs grow and the networks of actors become larger and more complex. For example, when we were preparing to do evaluation interviews with community partners this year we realized that there were multiple initiatives underway that involved making contact with the same organizations. The UBC-CLI research assistant needed to do the evaluation interview, a graduate student in Land and Food Systems (LFS) wanted to do interviews for her thesis research on community-based experiential learning, the contract person hired to do an inventory of community engagement activities in LFS wanted to consult with partners about the Faculty's strategic direction, and the community animator at the UBC-CLI wanted to brainstorm with organizations about how to build a community of practice among partner organizations. The potential for miscommunication and subsequent damage to the collaborative relationships within the university and the community was high. Sorting this situation out required multiple phone calls, emails, and in-person meetings and a considerable degree of good will, sensitivity and skill. It was not easy even to identify the various parts of the university that were involved with different organizations. Then we had to decide whose agenda should get priority and how the different agendas could be integrated. In the end, we developed a matrix to define which organizations would be invited to take part in which interviews or focus groups and how we would share data that would only be collected once in order to minimize the demands on our partners. This situation reinforced the need to establish shared protocols for communication within CSL and CBR networks as the scope and complexity of UBC's community engagement activities increases, in order to avoid alienating community partners.

Infrastructure

The UBC-CLI has been working towards the establishment of a "dispersed infrastructure with integrative support." The goal is to develop a way of inspiring and coordinating CSL and CBR activity that takes advantage of the strengths of the decentralized governance systems typical of universities while avoiding the fragmentation and inefficient use of resources that can occur.

This past year we did a pilot project with the Faculty of Arts where a full-time CSL coordinator was hired to work with Arts instructors and administrators to achieve the Faculty's strategic goals related to making student learning outcomes more tangible. The CSL coordinator became part of the Student Services team in Arts, working closely with Student Development staff, the Co-op program, and Arts student advisors.

The coordinator's role is to work with faculty members to:

- Form relationships with community organizations
- Identify placements or projects that augment course learning objectives while addressing a community-identified priority
- Orient and support students during their community engagement
- Create and implement critical reflection activities
- Evaluate and minimize risk
- Evaluate the effectiveness of the CSL and CBR components of courses
- Share resources, including passing on journal articles and links to national and international web- based resources and linking instructors with peers at UBC.

In addition to the support provided by the coordinator, small grants designed to enable faculty to hire teaching assistants to help organize projects or placements and implement reflection activities were offered through a competitive process.

This pilot was enormously successful. As a result of the pilot, three hundred undergraduate students in 16 different courses were involved in CSL or CBR and over 25 partnerships involving Arts instructors, students, and community organizations were created.

The unequivocal success of this pilot is serving as the foundation for the expansion of UBC-CLI support in Arts as well as the creation of similar staff positions in three other Faculties: Land and Food Systems, Applied Science, and the Sauder School of Business. These Faculties have been selected as priority areas for several reasons:

- LFS has been extensively involved in local, regional, and international communities for many years, although its adoption of CSL as a specific pedagogy is new. The Faculty has strong networks of relationships in various communities and considerable expertise that can serve as a solid foundation for growth. It will be an important site for learning about how CSL and CBR can be advanced within a context where community-university engagement has already evolved beyond the initial stages.
- In Applied Science, there are several faculty members and administrators, including the new Dean, with a high level of interest in CSL. These faculty members have taken the initiative to expand CSL opportunities for engineering students as a result of changing expectations among employers and professional accreditation bodies. CSL is seen as an effective way to educate students in the kinds of "soft" skills that are in demand.
- In response to requests for support from BC communities outside the major urban centres in the province, the Ike Barber Learning Centre, the Centre for Sustainability and Social Innovation in the Sauder School of Business, and the Learning Exchange/UBC-CLI are collaborating in a pilot project that will connect business students with small businesses that need help, e.g., doing business or marketing plans.

Impacts and Strategies

UBC's recently renewed vision statement states that UBC will create an exceptional learning environment that fosters global citizenship. The discussion around what it means to be a global citizen and how these qualities and skills can effectively be fostered is ongoing at UBC. Certainly, CSL is seen as one obvious way to foster global citizenship and therefore its advancement is a strategic priority for UBC. That CSL has a significant impact on student learning was confirmed by George Kuh, the originator of the NSSE survey, in a recent series of speaking engagements at UBC. Service Learning is one of ten activities identified through the NSSE research over the past several years as having high impact on NSSE scores. As a result of the continued strong growth in student participation in CSL and the consistently positive feedback received from students, we know that students value their CSL experiences. On the basis of our informal contact with students who are now several years past graduation, we also know that the CSL experience has long-lasting effects. For example, one student who was extensively involved in CSL activities as an undergraduate, who is now in the final stages of completing a graduate degree, has asked us to help build a network of alumni who have done CSL so that these graduates can support each other as they navigate the professional world. As she put it, "Reflection does not go away. And being reflective means that I am viewing my experiences critically and I don't always fit easily into the contexts I am in." We are working with this student to create opportunities for alumni to connect with us and with each other so that we can explore together how CSL affects participants over time. We also are working with UBC's Planning and Institutional Research unit to include items regarding CSL and CBR in the post-graduation surveys of alumni that UBC routinely conducts. The question of how students' experiences doing CSL and CBR affect their learning and their capacity for global citizenship is an ongoing concern.

The impact of the work of the UBC-CLI (and the Learning Exchange) within the university can be seen in the continued strong support for CSL among the Executive. As support for CSL becomes faculty-based, the Deans are also becoming more engaged in the advancement of CSL and CBR. UBC's continued financial contribution to the UBC-CLI, even during this time of significant fiscal restraint, provides a clear demonstration of the extent to which CSL is a strategic priority at UBC.

The impact of UBC's CSL activities in the community has also been substantial, although because of the diversity in the type of activities that have been undertaken, the geographical dispersion of our community partners, and the methodological challenges inherent in measuring community impacts, it is not easy to assess the impact in quantitative terms. One example of the ways that CSL projects make a difference in communities comes from the Learning Exchange itself. This past year, about 20 engineering students worked with Learning Exchange staff, a planning graduate student, and a staff volunteer from UBC's Plant Operations unit to build planter boxes and outdoor furniture to enhance courtyard and garden areas in social housing units in the Downtown Eastside. At the end of the CSL projects, it was clear that the people in the housing units who had helped organize the projects were very pleased with the results of the projects. What we have learned since then through our informal connections in the community is that the new planters and furniture have changed the way that residents in the housing units use their outdoor spaces. Residents

are now spending more time in the garden and courtyard areas, taking care of the plants, and socializing with each other.

There are other stories of success as well. In February 2008, we filmed several of our CSL projects in action so that we could create a DVD that would portray the key features of UBC's Reading Week CSL projects. The footage revealed a story that was too good not to tell as a stand-alone piece, so we have created two short DVDs: a 10 minute piece giving an overview of UBC's Reading Week CSL projects and a 5 minute piece that tells the story of how a class of elementary school-aged children became inspired to learn about math through their relationships with UBC students. (Copies of these videos will be sent separately.)

Strategies

The new plan for the advancement of CSL and CBR at UBC outlines strategies that will be pursued over the next five years in order to achieve six goals. The goals and strategies have received approval in principle from the Executive. The goals are:

1. **To Enhance Student Learning:** Enhance the learning environment for undergraduate and graduate students by providing community-based learning experiences that enable students to apply their knowledge and skills to real-world issues and, at the same time, challenge students to reflect on the complexity of these issues and the range of ways that they, as citizens, might respond.
2. **To Contribute to Society:** Apply the resources of the university (including people, knowledge, and methods of inquiry) to important community issues, priorities, or needs in order to make a demonstrable contribution to the advancement of a civil and sustainable society.
3. **To Collaborate with Community:** Engage in mutually beneficial relationships with community organizations characterized by the collaborative development, implementation, and evaluation of students' learning, service, and research experiences.
4. **To Assess and Adapt:** Integrate research and evaluation into all stages and aspects of UBC's CSL and CBR activities and use the results to improve programs.
5. **To Increase Participation Levels:** Increase the number of students, faculty, staff, and community organizations involved in CSL and CBR. Aim to have 10% of UBC students (approximately 4,000) involved in CSL and CBR programs every year by 2013-2014.
6. **To Embed CSL and CBR in the Academic Fabric:** Advance CSL and CBR by supporting Faculty-driven CSL and CBR initiatives while providing centralized, integrative support.

The plan is based on a conceptualization of the required work that moves away from industrial-era metaphors and towards metaphors arising from the fields of biology, ecology, and living systems. This shift in the conceptual foundation of the work of the UBC-CLI was discussed in last year's report. Further thinking about complex adaptive systems over the past year has informed the evolution of the strategic plan. For example, rather than expecting that the growth of CSL and CBR will occur primarily through the implementation of top-down institutional policies and the work of staff members who act as bridges between the university and the community, the metaphor of complex adaptive systems suggests that change can occur through the contagious influence of CSL champions, the creation of fertile

conditions for collaboration (including the articulation of context-specific, ground-up rules for engagement), and the co-creation of “hybrid” cultural spaces. Rather than the focus being on programs per se, the unit of concern becomes the network of actors engaged in a particular CSL or CBR project or activity. The role of centralized units like the UBC-CLI and the Learning Exchange shifts from engaging directly in planning and implementing CSL or CBR to strengthening the networks of students, instructors, and community organizations involved.

The following examples from the strategic plan illustrate how the above-noted goals will be achieved. One example for each goal has been selected. The complete strategic plan will be sent separately.

Goal 1: Enhance student learning

- *Develop and implement a community leadership training program for graduate students in partnership with Faculty of Graduate Studies (FOGS) that prepares graduate students to lead CSL or CBR projects.*

The initial invitation to this program has gone out to graduate students. More than 80 students have expressed interest in the 20 available spots.

Goal 2: To contribute to society

- *Identify ways for communities to initiate CSL or CBR activities, e.g., develop links between United Way planning roundtables and faculty members doing CSL or CBR.*

UBC has entered into a partnership with the United Way of the Lower Mainland, the Vancouver Board of Education, and the City of Vancouver that will result in the engagement of UBC students and faculty in a specific geographic neighbourhood where their activities will address community-identified priorities and needs while strengthening the assets that already exist in the community. Research will be undertaken to determine the impacts of a set of comprehensive, focused activities that will be collaboratively planned and implemented.

Goal 3: To collaborate with community

- *Create opportunities for instructors and community organization representatives to connect directly with each other to explore ideas for CSL and CBR projects, discuss best practices, and identify ways to address challenges.*

The evolution of the civil engineering course that has been supported by the UBC-CLI for the past two years illustrates how strong working relationships are developing and demonstrates the benefits of direct contact between instructors and organizations. Based on the feedback received from community partners through the 2008 evaluation interviews, the professor sent her syllabus to the community partners in September 2008, and invited partners to a meeting on campus where they were oriented to the course and the role of the CSL projects in meeting the course learning objectives. This year, as a result of the challenges the community organizations and the instructor faced (mentioned on page 5), coupled with a growing understanding of what effective CSL requires, the instructor and the

UBC-CLI have already hosted a brainstorming and planning session, held in the community, where the instructor and the organizations collaboratively developed a revised approach to the planning and implementation of CSL projects within the engineering course which will be used in the coming academic year.

Goal 4: To assess and adapt

- *Encourage innovation in the approach to assessing program outcomes as well as the effectiveness of program processes such as project initiation and planning, student teamwork, and UBC-community relationship-building.*

We are preparing to pilot-test an approach to assessing the outcomes of CSL and CBR projects that enables the actors in project networks (i.e., students, community organizations, instructors, and, where relevant, project leaders and UBC-CLI staff) to identify the desired outcomes specific to their project and monitor their progress on an ongoing basis so they can adapt their activities as needed. The proposed approach will not attempt to identify and measure macro-level outcomes of CSL and CBR activities that students or community organizations in general should achieve. Instead, we are developing an approach to evaluating CSL and CBR projects that embeds questions such as: “How are we doing?” and “What are we learning?” and “What should we be doing differently?” into the fabric of the projects. This approach will make evaluation integral to the ongoing communication and feedback loops that connect actors within the CSL or CBR network.

We plan to develop protocols, best practices, and policies that enable the actors who are directly involved in CSL and CBR to skillfully use these resources to meet their goals. Thus, the role of the UBC-CLI shifts from being the central lynchpin that connects the other actors in the network to being a facilitator who ensures that the feedback loops among the actors are working effectively. We are working with the Max Bell Foundation to prepare a funding proposal for this pilot. Implementing this approach will involve some reallocation of the UBC-CLI funds designated for research and evaluation in the coming years. The budget allocation implications of the proposed approach will be discussed with McConnell Foundation representatives in the fall.

Goal 5: To Increase Participation Levels

- *Provide both faculty-specific and centralized support to students, instructors, and community organizations.*

As noted earlier in this report, we are expanding the number of faculty-based CSL coordinators, and changing the role of centralized staff. The infrastructure being developed should enable both significant growth in participation in CSL and CBR and increasingly high degrees of collaboration and innovation.

Goal 6: To Embed CSL and CBR in the Academic Fabric

- *Launch and sustain the new UBC-CLI website which will be a repository of resources for everyone involved in CSL and CBR as well as an interactive, on-line meeting ground for the various “communities of practice” that will be encouraged.*

In the past year we launched a new, interactive website for CSL project leaders. In the fall, we expect to launch an expanded version of this website, with resources for course instructors and community organizations, and over the coming year, to add resources for students. We expect that this website will be useful as an on-line focal point not only for practitioners and students from UBC and surrounding communities but from other communities and universities as well.

Sustainability of the UBC-CLI Model

As we move into the fourth year of what was originally envisioned as a five-year developmental period for the UBC-CLI model, we are looking ahead to the future beyond 2011. The strategic plan for the advancement of CSL and CBR at UBC includes an estimate of the financial resources required to implement the recommended strategies. The required resources have been taken into account in the fund-raising targets set by the Learning Exchange/UBC-CLI Development team. We anticipate that some external funds will be secured to support the growth of CSL and CBR at UBC and some core funding will continue to be provided by the university. The financial implications of the strategic plan for CSL and CBR will be discussed by the UBC administration over the coming year. We are optimistic that the UBC-CLI model will be sustained. A recent large gift from a corporate donor to support our CSL activities in public schools (\$1.4 M over seven years) is very encouraging.

Since the expenses of the UBC-CLI have been less than originally estimated, we have accrued unused funds from the McConnell Foundation's gift. We anticipate that some of these funds will be carried forward to provide support beyond the original end date for the grant of April 2011. For the detailed financial report, see Appendix D.

Director's Reflections

The McConnell Foundation has asked leaders of their funded CSL programs for a brief description of the theory of change upon which their CSL initiative is based and a summary of how that theory has changed as a result of our experiences. This section of the report is, therefore, more personal and reflective than preceding sections. The following discussion outlines the theory of change that has guided my thinking about the advancement of CSL at UBC over the past several years. This discussion is based on the premise that the institutionalization of CSL at UBC will, indeed, require significant changes to occur and therefore some theory of change is required.

My approach as an agent of change is based on two assumptions: first, for a change process to be effective, the required changes must be clearly articulated (which involves not only having a clear vision of the positive future that is desired but also having a clear understanding of what is not working and/or what barriers to change might exist), and

second, any social or organizational change process must focus not only on structural (e.g., budgetary) changes, but changes in cultural and social factors (e.g., norms defining valued beliefs and behaviours and conventions around how decisions are made). My theory of change focuses on these “softer” (but I would argue, harder) aspects of the change process because these often-ignored cultural and social factors are usually the ones that obstruct organizational change efforts.

Community Service Learning is often characterized as resulting in changes for four constituencies: students, community partners, faculty members, and educational institutions. The strategic plan for the advancement of CSL and CBR at UBC presents the vision of what we want to achieve. In order for this plan to succeed, several changes in the cultures of these four constituencies need to occur. The following are some examples of these changes:

Students need to be more engaged in their learning. Many undergraduate students are unprepared for the demands of CSL and CBR. Doing CSL and CBR requires students to think about what they want to learn, why they care about community issues, and how their experiences are affecting them. Ideally, students take responsibility to work effectively with their peers and deliver a tangible product to the community while thinking critically and creatively throughout their experience. To some extent this requirement to take initiative and be accountable to both peers and an external organization is not congruent with some aspects of undergraduate student culture (e.g., norms around being competitive, cynical, and passively waiting for professors to provide direction).

Community organizations need to be more strategic in their collaborations with the university. Many organizations are used to having volunteers involved in their programs, but few are accustomed to offering volunteer opportunities that achieve specific learning objectives or engage teams of volunteers in the completion of projects over short but intensive periods of time. Fewer still think about how successive projects over a period of years could contribute to their organization’s strategic vision. Asking community organizations to engage in sustained, strategic partnerships requires them to look beyond day-to-day exigencies that typically drive decision-making.

More faculty members need to be motivated to adopt new approaches to teaching, to be more collaborative, and more appreciative of the knowledge held by non-academics. Faculty culture tends to reward research over teaching, foster competitiveness, and privilege “expert” academic knowledge. Professors who do CSL or CBR worry about how they will be viewed by their peers and whether their community-oriented activities will be considered legitimate forms of scholarship. Many have only received minimal preparation for their teaching role. In addition, many have little experience working in community settings and are uncertain about how to navigate these different cultural settings. But having built their careers by making the case that they are experts, it can be difficult for professors to acknowledge areas of ignorance or ask for help, especially from community people who may not have the credentials that bestow legitimacy in the academy.

Universities need to support community-based experiential learning. The ideas that are foundational to CSL and CBR, i.e., that students can learn academic content by doing community projects or placements, that people in community settings can be effective partners in teaching and research, and that universities have a responsibility to directly address community issues, are all counter-hegemonic, to some extent.

My theory of how to achieve these changes is based on the results of my doctoral research, which suggested that, in order to effect meaningful change in people's judgments about the legitimacy of counter-hegemonic ideas and practices, it is not enough simply to present people with those ideas. Other factors such as the actor's motivation and the cultural context are important. My research suggested that three conditions are needed for people to adopt previously suspect ideas and use them as a basis for changes in their behaviour:

1. People must be aware of a new story or set of ideas about how things are (called a cultural model in anthropology)
2. People must have some kind of direct personal experience that is congruent with the content of the new cultural model (and the effects are strongest if the experience does not fit within old cultural models or can only be explained by the new model)
3. People must have an opportunity to try out new ideas and practices in a social context and get feedback from others about their experiences. This social interaction allows an exploration of the fit between people's experiences and various cultural models, both the old ones they are discarding and the new ones they are adopting.³

At UBC, we have been intentionally using these insights as the basis for our efforts to effect change. We try to give messages that counteract pre-existing models (e.g., students *can* make a difference in the community and *can* play leadership roles, the university *does* believe that it has a responsibility to respond to community issues and *can* be relied on to sustain its engagement over time), we try to get everyone having a direct experience with CSL, and we are placing increasing emphasis on building "communities of practice" where experiences with new ideas and practices can be shared and reflected upon.

This "theory of change" has proven to be particularly appropriate in relation to CSL, since the three conditions for change parallel the key elements of CSL. For example, students get new "stories about how things are" from their instructors (e.g., theories about the systemic causes of social problems), as well as from UBC-CLI staff (e.g., the message that they are accountable to their community organization). Students then engage in direct action in the community and often encounter people and situations that contradict their previously-held stereotypes and assumptions. And students working in teams are encouraged to discuss their thoughts and experiences in their reflective dialogue sessions.

Similarly, when we are working with faculty, we encourage them to consider the community partners as co-educators, encourage them to visit CSL community sites so they have the experience of seeing the learning that is taking place, and encourage them to connect with their peers across campus.

³ Fryer, Margo (2003) *The Social and Cultural Legitimation of Complementary and Alternative Medicine: An Ethnography*. Unpublished doctoral dissertation. University of British Columbia.

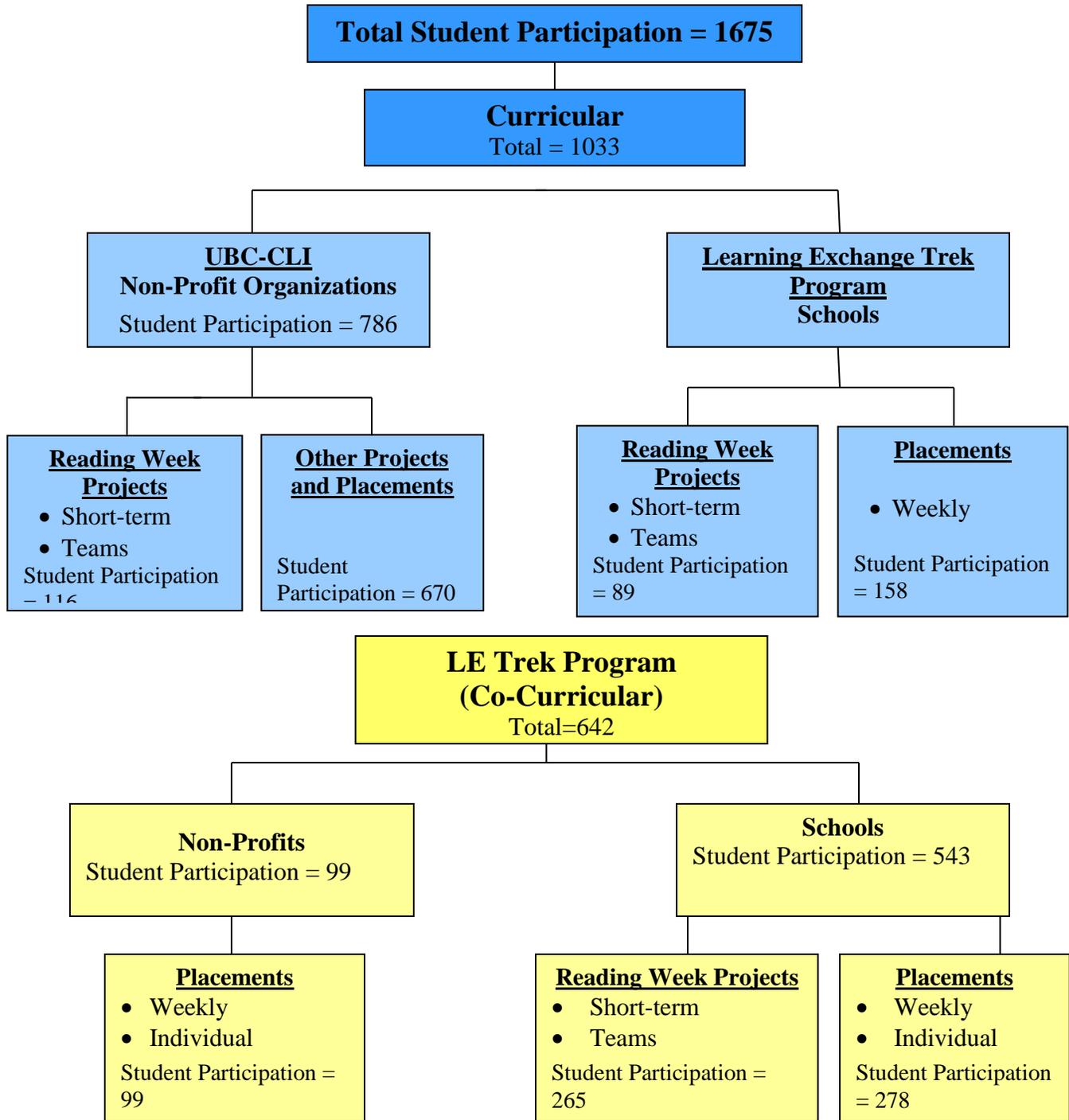
With organizations, we tell stories about how CSL projects have benefited other community organizations and how volunteer work can achieve learning objectives and, at the same time, contribute to the organization's goals. The experience of working with students on a CSL or CBR project usually effectively demonstrates the legitimacy of the stories we have told. And increasingly, we are working to bring organizations together to share their experiences with each other.

Our experiences over the past several years have reinforced my view that this combination of new stories or models, direct experience, and social validation is an effective way to encourage people to adopt new, even counter-hegemonic, ideas and behaviours. Fortunately, stories that support CSL and CBR are becoming more prevalent and legitimate in both academic and community contexts. For example, as noted earlier in this report, George Kuh, the originator of NSSE recently gave compelling speeches to Deans, faculty, students, and staff where he emphasized the value of CSL. The visioning and strategic planning process nearing completion at UBC is strengthening and broadening the institutional commitment to community engagement. As more and more students get involved in different community settings, the word is spreading that this kind of activity brings significant benefits to community organizations and schools as well as offering powerful learning experiences for students. As more students, faculty, and organizations have direct experience with CSL or CBR, the "communities of practice" become larger and more diverse, with richer reservoirs of cultural models and direct experiences to serve as the basis for the solidification of the change process.

This theory of change is highly congruent with the complex adaptive system metaphor that is increasingly guiding our work. Both emphasize the importance of networks of people working and learning together. Inherent in both is the conception of human systems as dynamic, complex entities where the interplay of old and new ideas and practices results in adaptation and growth. And, both fit well with the ideas and practices that are the foundation of CSL and CBR. The successful growth of CSL at UBC, as reflected both in the increase in the numbers of people involved, and the emerging maturation of the relationships that have been formed suggests that the theory of change is providing a worthwhile framework for the UBC-CLI as it evolves.

APPENDIX A:

Community Service-Learning and Community Based Research at UBC 2008/2009



Highlights of 2008/09:

- A total of **1675** students participated in Community Service-Learning (CSL) or Community Based Research (CBR) placements and projects through the Learning Exchange and UBC-CLI this year. This represents a **44%** increase from 2007/2008. Last year's total student participation was 1162.
- **62%** of total participants this year did their CSL or CBR project or placement as part of a course.
- There was a **66%** increase in the number of students who participated in course-based CSL or CBR compared to the 2007/2008 academic year.
- There were **19** Reading Week projects in the schools through the Learning Exchange and Student Development and **15** projects in Non-Profit Organizations through the UBC-CLI. The projects took place in the City of Vancouver and other parts of the Lower Mainland.
- 14 students from the University of Guelph and 14 students from the University of Calgary were also involved in Reading Week school projects. They are not reflected in the participation numbers in this document.

Participation in Curricular CSL and CBR:

<u>Courses</u>	<u># of Students</u>
<i>Projects during Reading Week:</i>	
Food, Nutrition and Health 250	6
Food, Nutrition and Health 473	35
Co-ordinated Arts Program 105	12
Applied Sciences 263	8
Sociology 312A	26
Biology 121	75
Rehabilitation Sciences & Occupational Therapy 519	43
<u>Total</u>	205

Placements:

Rehabilitation Sciences & Occupational Therapy 519	4
Biology 121	25
Human Kinetics 454	15
Biology 200	27
EDST 314	32
Biology 201	53

Food, Nutrition and Health 473	26
Creative Writing 522	6
Italian 202	10
Italian 102, 302, 343	10
Philosophy 235	23
Sociology 461B	19
Women's Studies 480	10
Women's Studies 320	27
<u>Total</u>	287

Other Projects:

Agricultural Sciences 350	
• Term 1	196
• Term 2 (on-line)	56
Community and Regional Planning 548B	6
Civil Engineering 201/202	116
Geography 410	8
Geography 371	8
Geography 447	4
Geography 495	22
History 483	55
Sociology 354B	55
Student Directed Seminar	15
<u>Total</u>	541

APPENDIX B: Curricular and Co-Curricular CSL/CBR 2008/2009

Civil Engineering 201/202 and Community and Regional Planning 548B

Organization	Project	Description
Science World at TELUS World of Science	Outdoor Science Experience	UBC students provided input into what kinds of exhibits and experiences would fit within the opportunities and constraints for this sustainability-themed outdoor park to be built beside Science World. The exhibits focus on transportation, energy, food, housing and water quality.
	Alternative Energies Exhibit	Engineering students contributed to Science World’s planning process by providing ideas on how to change the current alternative energy exhibit.
	Water Wise Exhibit	Students provided ideas on how to change the current exhibit which helps visitors explore the importance of water in their lives and the impact of their actions on water supplies, as a way of encouraging conservation.
Habitat for Humanity	Heating System Research	Students did a cost/benefit analysis of different heating systems and looked into different options for heating new houses. Students also determined how to implement different strategies and collect the necessary resources. One day was spent doing construction at the Burnaby build site.
	Bylaw and Zoning Research	Students examined by-laws and zoning in local municipalities to assist with Habitat for Humanity’s site development planning. One day was spent helping at the Burnaby build site.
Terra Nova Schoolyard Society	Pelton Wheel Project	Students created a working model of the pelton wheel design created by last year’s Civil Engineering students which will be used to educate children about alternative energy.
	Water wise Usage Manual	Students did research on how water usage and drainage is handled in rooftop gardens and how such systems link to building permits. They also made recommendations for designing such systems.
Dr Sun Yat-Sen Classical Chinese Garden	Building a Ming Dynasty Barrier	Students researched, helped design and build a Ming Dynasty-era barrier to keep visitors from climbing a waterfall in the center of the Garden.
Evergreen	Storm Drain Systems Research and Mapping	Students researched storm water drainage systems at Jericho Beach and examined their use. Students also produced simple engineering drawings and learned about general drainage issues from city officials.
Vancouver Native Health Society	Building a Smokehouse	Along with Aboriginal elders, UBC students helped to design and build a salmon smokehouse for the Urban Aboriginal Community Kitchen Garden Project at UBC Farm.
UBC Farm	Fence Building	Students built small fences to enhance the safety of open irrigation pits on the Farm. Formerly, these open pits represented a significant hazard to children and youth who participate in Farm programs. The project involved the design, construction and painting of the fences
	Building Drive Over Systems (Speed bumps)	Students designed and built creative, functional structures that cover irrigation pipes on the roadways at the UBC Farm. These structures need to withstand the weight of vehicles but be light enough to be moved around by hand.

Organization	Project	Description
	Tables and Sinks	Students designed and built portable sinks, tables and a drying rack for UBC Farm using salvaged and recycled materials. The portable sinks are used for hand-washing for adults and children taking part in activities at the Farm, the tables for the starting of seedlings, and the drying rack are used in cleaning produce for the Farm market.
UBC Learning Exchange	Community Gardens Project	Students designed and built seating and planters for an outdoor terrace and an inner-city courtyard at two social housing complexes in the Downtown Eastside (DTES). UBC students worked alongside Learning Exchange patrons, local residents and building managers.
YWCA Rooftop Garden	Hoop House	UBC students designed and constructed a hoop house that protects fledgling plants from being eaten by birds and insects. When mature, the protected plants provide food for women and children in the DTES.
	Water Capture System	Students developed a system to capture and make use of waste water and storm drain run-off. They constructed a prototype to hook up to the existing irrigation system and retro fitted it into the building.

Faculty of Arts: Curricular CSL and CBR

Organization	Course	Description
Italian Cultural Center (ICC)	ITAL 202: Second Year Italian	UBC students developed lesson plans, activities, and programs for the youth and young adults who attended Saturday classes.
		UBC students conducted interviews with prominent Italian men and women and created exhibits about their lives for use by the ICC museum to be opened in October 2009.
	ITAL 102, 302, and 343: First Year Italian, Third Year Italian, and Introduction to Italian for Senior Students	Students engaged seniors at the ICC and the surrounding care homes in conversations about their gardens back in Italy. These conversations were then documented and shared with the children who participate in activities at the Centre.
One Earth	GEOG 410: Environment and Society	Students undertook community-based research projects that addressed sustainability and environmental resource management concerns.
Stream of Dreams	GEOG 410: Environment and Society	A UBC student focused on the impact of digital video and social networking tools on environmental messaging. The student created a PSA specific for Stream of Dreams with the goal of raising awareness about local watershed habitat issues.
YWCA Crabtree Corner	GEOG 371: Research Strategies in Human Geography	The UBC students devised interview protocols that focused on the relationship between poverty and nutrition. The results of their interviews were then shared with the partner organization who aims to use the information to advocate for program and policy changes.
Leave Out Violence	GEOG 371: Research Strategies in Human Geography	The UBC students used pre and post-test surveys to assess the effectiveness of a youth-led program meant to create a culture of non-violence among the high school-aged participants. This information was then shared with the community partner.

Organization	Course	Description
Portland Hotel Society	GEOG: 447: Directed Studies: Off Campus Research	A UBC student sought to understand how the Portland Hotel Society, its programs and philosophy of service provision, supported and/or created barriers to the process of home-making for its hard-to-house residents. Data was collected through interviews with key stakeholders and the resulting recommendations were shared with organizational staff.
Indigenous Popular Council of Oaxaca (CIPO-RFM)	GEOG 495: Social and Environmental Change in Latin America	UBC students worked with the Indigenous Popular Council of Oaxaca (CIPO-RFM) and its local chapter, CIPO-Van, to organize a series of events focused on food sovereignty in Mexico and Vancouver.
SUCCESS	HIST 483: Asian Migration to the Americas	A UBC student interviewed the founders of SUCCESS and turned those interviews into a marketing and educational video for funders and new volunteers.
	PHIL 235: Contemporary Moral Problems, Global Citizenship	UBC students researched fair trade coffee practices on campus and worked with other campus organizations to pressure Starbucks outlets to improve their compliance with UBC's policy.
	PHIL 235: Contemporary Moral Problems, Global Citizenship	UBC students worked together to produce a video showing student engagement with global poverty and posted the video on a website designed to attract donations.
Think City	SOCI 461B: Political Sociology	UBC students helped staff administer a survey and conduct research on participatory budgeting.
	SOCI 461B: Political Sociology	A UBC student worked for an organization that trains women in how to run for public office. She interviewed women who had successfully completed the program and posted those online.
David Thompson Family of Schools	SOCI 354B: Community Studies	Each UBC student team worked with a teacher and a designated group of students at two or more partner schools. The student teams assisted the elementary and secondary school students in developing their entry for an Earth Day carnival.
Captain Cook Elementary School	SOCI 354B: Community Studies	UBC students worked to develop and run a school-wide math fair. With a focus on the practical application of math, the student team designed age-appropriate lesson plans with the assistance of designated Captain Cook teachers.
King George Family of Schools	SOCI 354B: Community Studies	UBC students worked in multi-age groups with students from two elementary schools and one high school, to present interactive lessons on the importance of recycling. A portion of the work involved collaborating with Check Your Head to develop and deliver the training curriculum.
Tyee Elementary	SOCI 354B: Community Studies	UBC students worked alongside VBE students and an artist-in-residence in creating and performing a play centered on issues of ecology and sustainability.
Edith Cavell Elementary	SOCI 354B: Community Studies	UBC students worked in partnership with the Principal and teachers to develop and implement a leadership program for students in Grades 6 and 7. On a weekly basis, the UBC students provided guidance and mentorship to the younger students as they discussed community and school-based initiatives they would like to enact.
UBC Access and Diversity	WMST 320: Feminist Theory: Identity, Agency and School(ed) Subjects	A UBC student coordinated an "alternative bodies" campaign. The student sought out willing participants who agreed to be photographed for the purpose of illustrating the many forms of beauty. A series of posters, resulting from this work, is to be funded by the Access and

Organization	Course	Description
		Diversity Office and posted across campus.
	WMST 320: Feminist Theory: Identity, Agency and School(ed) Subjects	A UBC student translated anti-violence literature into Punjabi and posted it in the women's washroom stalls at area Mosques.
Canadian Mental Health	CRWR 522: Teaching Creative Writing	A UBC student held bi-weekly writing workshops for mental health consumers and their peer buddies.
Kiwassa Neighborhood House	CRWR 522: Teaching Creative Writing	A UBC student worked with an alternative education program housed at the neighborhood house. The student worked with a group of street-affected youth on creative writing and other forms of personal reflection.
Dr. Peter Centre	CRWR 522: Teaching Creative Writing	A UBC student worked with individuals in hospice care to collect their memories and personal recollections.
UBC Learning Exchange Storefront Programs	CRWR 522: Teaching Creative Writing	A UBC student led weekly poetry writing workshops. In each, original work was read and constructive feedback was offered.
UBC Learning Exchange Storefront Programs	CRWR 522: Teaching Creative Writing	A UBC student led weekly humor writing workshops. In each, original work was read and constructive feedback was offered.
Central City Lodge	CRWR 522: Teaching Creative Writing	A UBC student worked with the elderly and hard-to-house on writing personal reflections and short stories.

Reading Week 2009 Projects – Non-Profits; Curricular CSL and CBR

Organization	Project	Description
AIDS Vancouver	Recipe Book	A team of 7 UBC students created a cookbook with simple, low-cost recipes for distribution to AIDS Vancouver's Grocery and Nutrition Education Exchange Program clients. The cookbook is geared towards low-income people, and was designed to assist clients to prepare meals that are both nutritious and cost effective.
Coast Mental Health	Social and Recreational Activities	Students worked with staff and residents at one of Coast's supported houses to lead various in-house social and recreational activities and outings in the community. Students created an international potluck with nutritious foods and resources from various countries.
	Healthy Body Healthy Mind Workshops	Students worked with staff and residents at one of Coast's residential housing facilities to create and develop "healthy body-healthy mind" workshops for the residents. Students created hands-on interactive workshops and resources in order to pass on relevant nutrition information.
	Nutrition Resource Development	Students helped to develop pamphlets, brochures and nutrition resources for Coast residents. Resources were developed with the participation of staff and clients. These are used throughout Coast to promote healthy food and nutrition choices.
Evergreen	Invasive Plant Mapping and Tree Inventory	A group of 10 UBC students conducted a survey of invasive plants in Jericho Beach Park and did a tree inventory with the Jericho Stewardship Group. Students also helped to create maps of the

Organization	Project	Description
	Project	information. This helped the group to assess existing stewardship work.
Stream of Dreams Mural Society	Salmon/Water Conservation Activities	UBC students helped to create and present outdoor activities to supplement Stream of Dreams workshops on watershed protection and fish conservation for Selkirk Elementary School.
Terranova Schoolyard Society	Community Garden Manual	Students created a manual to give to garden leaders at the end of their participation with Terranova on how to organize their own community garden.
	Composting Manual and Guide	Students created fun and interesting resource material and built a demonstration compost box that Terranova can take to elementary schools for educational purposes.
	First Nations Story Board Panels	Students researched what First Nations people who originally occupied Terranova lands, traditionally ate and used for medicines. They created a story board that Terranova can use for educational purposes.
	Children's Science Project	UBC students created weather charts for kids to measure temperature, rainfall, etc. The purpose of this project was to lay the groundwork for schoolchildren to record and analyze climate changes between two different sites at Terranova.
Vancouver Native Health Society	Diabetes Awareness Resources	Students developed a storyboard for the Diabetes Awareness Program and presented this display to Aboriginal elders and others at a community kitchen event they organized.
YWCA Citygate Early Learning and Care Centre	Children's Activity Assessment	UBC students met with children at the centre and consulted with staff, assessing the equipment they use for play and routines throughout the day. Both fine and gross motor development were considered. Students also developed strategies for activities that are inclusive of all children.
YWCA Crabtree Corner	Stress Reduction Workshop	Students developed and delivered a stress reduction workshop for staff at the Center which gave staff practical tools (e.g., simple yoga and meditation exercises) to counterbalance the stresses in their work environment. They also developed resources for staff to take home.
	Children's Nutrition Workshop	UBC students researched and prepared resources and activities on nutrition for the Single Mom's parenting group. They conducted a mini "Iron Chef" contest that was fun and educational for all.
YWCA Munroe House	Family Justice System Research	Students observed court proceedings to assist in research about the potential for gender bias in the family justice system. This potential gender bias negatively impacts women who have experienced abuse in their intimate relationship, potentially putting them and/or their children at risk. This research will help ascertain how widespread this issue is, and identify the need to advocate for changes within the family justice system.

Reading Week 2009 Projects – Schools: Mix of Curricular and Co-curricular CSL

School	Project	Description
Admiral Seymour Elementary	Composting 101	Grade 5, 6 and 7 students partnered with UBC students to construct worm composting bins. They worked together to implement a plan for how they would maintain the worm bins as well as how the compost would be utilized.
	Healthy Habits	UBC students joined Kindergarten and grade 2 and 3 students in a series of activities related to the theme of health and nutrition. Students learned about a variety of foods and the importance of making healthy choices. Students also learned to identify organs in the body, particularly within the digestive system.
	Journey to Japan	UBC students teamed up with grade 5 and 6 students in a series of learning activities related to Japan. Seymour students were exposed to the endless wonders of the Japanese culture.
Britannia Elementary	T.O.T.E.M – Race to the Finish	UBC students partnered with grade 7 students to build model cars. Students used basic math concepts to measure the distance, time, speed of their car. Students learned to manipulate identified variables in order to enhance the maximum distance traveled by their model cars. The project culminated in a "build and battle" race.
Grandview/Uuqinak'uuh Elementary	Recipe for Writing	Grandview students partnered with UBC students to develop a writing piece to display and present. The writing pieces were displayed through a variety of presentation methods including photography, slide shows, drama, poetry, cartooning, autobiography, short stories, and song crafting.
Franklin Elementary	Fit and Fun	The entire school partnered with UBC students to participate in fitness and nutritional activities such as healthy food preparation and tasting. Students gained knowledge, skills and experiences related to physical activity, nutrition, and healthy, sustainable living.
Hastings Elementary	Features of Creatures	UBC students worked with Hastings students to learn about hibernation, migration, and declines in species populations. Hastings students learned how animals adapt to different environments, and how animals contribute to the environment through the interdependence of food chains, nutrients, and soils.
	Kids in Stitches	Students from Kindergarten and grade 1 worked alongside UBC students to make a family diversity quilt. Each student crafted a quilt patch to represent their family. All the patches were stitched together to make a large, diverse representation of all the families.
	Life in the Lab	Grade 6 and 7 students participated in hands-on science activities and labs to enable learning through tangible experience. Hastings students worked alongside UBC students to measure substances and solutions according to pH, understand solubility and concentration, and classify substances as elements, compounds, and mixtures.
Lord Beaconsfield Elementary	Can You Dig It?	The entire school worked with UBC students to develop a school and community garden. Students helped to prepare the garden and paint the fence pickets to surround the garden. Students also took part in other garden-themed activities such as a play about flowers and growing.
Lord Strathcona Elementary	Electric Circuits	UBC students worked with grade 4-7 students in a project about electricity. Students tested a range of electrical pathways using direct current circuits, and transformed electricity into light, heat, and

School	Project	Description
		magnetic effects.
	Get Green!	Grade 6 and 7 students were joined by UBC students in an urban planning exercise on Princess Avenue. Students participated in planning Earth Day events, creating posters, and designing maps of green routes to the waterfront.
Mount Pleasant Elementary	Dramarama	Last year a class of grade 5 and 6 students started working with the school's Artist in Residence to write a play about their personal experiences in their school, community, city, country and world. For the project this year, UBC students supported the class, artist and teachers in designing and creating costumes, props and a set for their play. Students learned about artistic creation, design, drawing, and painting, and enhanced their understanding of fine arts.
	Write This!	UBC students worked with the entire school on a different literacy-based project in each classroom. Projects included readers' theatre and puppet plays, graphic novel and story writing, and photography. The projects culminated in a Literacy Fair where parents and community members were invited to see all that the students had accomplished.
Queen Alexandra Elementary	Centre Stage	UBC students partnered with grade 4 and 5 students in a reader's theatre project. Students participated in drama and vocal exercises to unleash their speaking talents. Students were also involved in a performance at the end of the three-day project. Students were able to improve their oral communication and reading skills, and had the experience of performing in front of an audience.
	Dig that Dirt!	UBC students teamed up with grade 2 and 3 students in hands-on garden activities. Students used observation skills to develop a new awareness and knowledge of gardening, soil, insects, water, and erosion.
Queen Victoria Annex	Science Alive	UBC students partnered with the whole school on one big science project. Over the course of three days, students rotated through activities about force and motion, stars and planets, forest ecology, salmon migration, and explosions.
Sir William Macdonald Elementary	T.O.T.E.M. – Math and Science Fiesta	UBC students mentored grade 6 and 7 students to prepare for a school math and science fair. Students worked together to research a topic and create a display for the fair. Through this project students developed their research, presentation, and public speaking skills.
Tillicum Annex	Science Superstars	UBC students partnered with the whole school on one big science project. The students rotated through a series of science stations and on the final day of the project the students had the opportunity to speak with astronaut, Robert Thirsk via teleconference.

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.

Civil Engineering 201/202

Response Rate: 86%

Questions	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.					4.3
2. My participation in this project was relevant to the courses I am taking.				3.7	
3. Our group worked effectively together as a team.					4.1
4. I learned a lot about community issues through taking part in this project.				3.9	
5. I believe this project was valuable for the community organization where I worked.					4.3
6. I felt supported by the PLAN mentor.				4.0	
7. There were times when I did not feel safe during this project.	1.4				
8. I would encourage other students to take a course that included a Community Service Learning project as part of the course work.				4.0	
9. My experiences during the project helped me to understand what it means				3.7	

Questions	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
to be a responsible citizen.					
10. I had fun working on this Community Service Learning Project.				4.0	
11. The reflection activities we did during the project were not valuable.		2.7			
12. The in-class orientation about CSL and working in community settings that we received was valuable.			3.3		
13. The safety orientation we received from the UBC Civil Engineering Department was valuable.			3.0		
14. The on-site orientation we received at the beginning of the project was valuable.				3.7	
15. The organization made sure that any safety risks related to the project were taken care of.				4.1	
16. My reflections on my project experiences helped me to think about community issues in an in-depth way.				3.7	
17. I would choose to work on this kind of community project again if I had the opportunity.				3.7	
18. The project was brought to a satisfactory close on the last day.					4.4
19. My reflections on my experiences during the project helped me to see connections between community issues and what I am studying.				3.6	

Questions	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
20. Our Civil Engineering group and our organization worked well together to plan this project.					4.3

Reading Week 2009 Projects – Non-Profits

Response Rate: 100%

Questions	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.				4.3	
2. My participation in this project was relevant to the courses I am taking.				3.8	
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.				4.1	
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.				4.1	
7. I felt supported by the project leader.				4.1	
8. There were times when I did not feel safe during this project.		1.7			
9. I would encourage other students to take a course that included a Community Service-Learning project as part of their course work.				4.1	
10. My experiences during				3.6	

Questions	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
the project helped me to understand what it means to be a global citizen.					
11. The project leader did a good job of facilitating the student team's work on the project.				4.0	
12. I had fun working on this Community Service Learning Project.				4.2	
13. The reflection activities we did during the project were not valuable.			2.7		
14. The Saturday Kick-Off event helped me feel prepared to start work on the project.		2.4			
15. The on-site orientation we received at the community organization helped me understand what to expect in the environment.				4.0	
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.				3.6	
18. I would choose to work on this kind of community project again if I had the opportunity.				4.1	
19. The project was brought to a satisfactory close on the last day.				4.2	
20. My reflections on my experiences during the project helped me to see				3.8	

Questions	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
connections between community issues and what I am studying.					

Reading Week 2009 Projects – Schools

Response Rate: 83%

Questions	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.					4.7
2. My participation in this project was relevant to the courses I am taking.			3.2		
3. Our group worked effectively together as a team.					4.5
4. I learned a lot about community issues through taking part in this project.				4.1	
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 school where I worked.					4.5
7. I felt supported by the project leader.					4.6
8. There were times when I did not feel safe during this project.	1.4				
9. I would encourage other students to take part in a Community Service-Learning project.					4.6

Questions	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
11. The project leader(s) 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.					4.7
13. The reflection activities we did during the project were not valuable.		2.4			
14. The Saturday Kick-Off event helped me feel prepared to start work on the project				3.5	
15. The on-site orientation we received at the school helped me to understand what to expect in the environment.				4.0	
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.				3.8	
18. I would choose to work on this kind of community project again if I had the opportunity.					4.5
19. The project was brought to a satisfactory close on the last day.					4.6
20. I really felt included at the school.					4.6