



University of British Columbia-Community Learning Initiative

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

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Introduction

This report summarizes the progress made in the past year (from April 1, 2009 to March 31, 2010) 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 success of the UBC-CLI would not have been possible without the support given by the J.W. McConnell Family Foundation and the complementary funding provided by 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 Director.

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 fourth year, the UBC-CLI made further significant progress in the effort to achieve these goals. Close to 1350 UBC students engaged in curricular community projects or placements this year. The number of students doing curricular CSL or Community-Based Research (CBR) increased by 30% 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 students and our community partners. A major development this year was the decision by the UBC executive to commit ongoing core funding to the Learning Exchange/UBC-CLI in order that its community engagement and CSL/CBR programs be sustained. The following sections of this report provide details about the evolution of the UBC-CLI over the past year.

Outputs and Operations

The total number of students involved in curricular CSL and CBR through the UBC-CLI or the Learning Exchange this year was 1342. These students worked with a total of 77 non-profit organizations, 121 public schools, and 10 small businesses. Much 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 small communities in northern British Columbia. Many of the non-profit organizations, schools, and small businesses 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 36 courses.

These courses related to a wide range of disciplines and topics and included the following:

- A fourth year nutrition course that challenged student teams to work closely with community partner agencies to craft and apply comprehensive nutrition intervention plans of benefit to the agency clients. In one example, students developed a “Skills for Change” workshop for residents of Orchard Park, a BC housing development with a mixed population (families, single and senior tenants) that targeted issues such as obesity and Type II diabetes. In another example, students worked with Share Society to develop workshops that showed clients how they could maximize their nutritional intake while relying on items they receive from food banks.
- In an ongoing CSL course in Civil Engineering that has been evolving over the past several years in response to student and community feedback, 127 students worked with 13 community organizations from around Vancouver to develop and implement 21 unique design projects. This year, student teams used the first semester to fully understand the community organization’s request and conceptualize an appropriate design and project plan. Students were then required to present their proposed plans to a review panel of instructors and community partners before receiving permission to begin the project. This review process inspired better quality plans than in previous years. Another innovation this year was the recruitment of senior level engineering students and alumni to serve as mentors for the students. .
- Within the Faculty of Arts, 400 students, spanning seventeen courses, eight departments, and two programs, participated in CSL or CBR. Instructors from the departments of English, Asian Studies, Music, Political Science, and Anthropology joined their peers from other disciplines to incorporate CSL or CBR into one or more of their courses.
- A pilot project completed in partnership with the Irving K Barber Learning Centre, and the Sauder School of Business engaged 74 undergraduate and graduate students in support of economic development initiatives in communities in northern BC. The students, who were enrolled in marketing, information systems, and human resources courses, worked in teams with small business owners. In one example, students acted as information systems consultants for the Broken Spoke bike store and café, located in Courtenay BC. The students’ recommendations focused on ways of using information systems to expand and refine the Broken Spoke’s customer contact, inventory management, and ordering systems. In another example, students prepared a web strategy for a proposed British Columbia Natural Resource Culinary and Arts Centre of Excellence. The students prepared a set of recommendations about how to use the website to demonstrate the linkages and shared interests of the broad range of stakeholders involved in the project.

For a complete listing of the courses that incorporated CSL or CBR and a 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 an effort to be responsive to the varying needs and interests of students, community organizations, and course instructors, the UBC-CLI again allowed a high degree of flexibility for those instructors seeking to incorporate CSL or CBR into one or more of their courses. Whereas in the past, the majority of the CSL and CBR projects occurred within the time frame of Reading Week, this year, the majority of projects occurred outside Reading Week, at varying points in each of the semesters. In one instance, a 6-week Sociology/Anthropology summer course provided an immersive CBR experience for all of its students. Through community meetings and consultations, instructors and community collaborators identified research projects on migration, trans-nationalism, global diasporas and multicultural communities. Students spent two full days in the classroom and one full day in the community each week. Students carried out participant observations, interviews and focus groups, created statistical portraits of immigrant communities and mapped key community resources in programs ranging from immigrant seniors' lunch programs, multi-ethnic community gardens, and immigrant leadership development classes. At the end of the field school, students publicly presented their research findings at a community event to organization staff and community members. In an effort to strengthen working relationships and look ahead to future courses, instructors invited community partners to provide feedback and identify opportunities to strengthen these mutually beneficial relationships.

The scope of community organization partners further expanded from schools and non-profits to include small businesses, social enterprises, and government. As CSL grows within the Sauder School of Business, it is likely that the number of small business partners will increase. Additionally, instructors within the Faculty of Applied Science are in discussions with the UBC-CLI to determine whether engaging industry as CSL partners would contribute to enhanced student learning and be congruent with UBC's goals for CSL.

In addition to the activities noted above, efforts to build capacity and strengthen the relationships among the various actors involved in CSL and CBR are ongoing:

- In late February, the UBC-CLI expanded its interactive website from a tool used only by CSL Project Leaders to one serving as an on-line meeting place for all stakeholders involved in CSL and CBR activities at UBC. The expanded site encourages practitioners and participants to share their experiences, learn from others, and connect to an online community that crosses disciplines, locations, and roles. In total, 1,954 people viewed or contributed content to the site from late February to late August.
- This past year, the UBC-CLI worked with the Faculty of Graduate Studies (FOGS) to create a leadership for community service learning program. Eleven graduate students took part in a series of workshops and led undergraduate student teams in the completion of community-based projects.
- The UBC-CLI partnered with the Institute for the Scholarship of Teaching and Learning (ISoTL) to introduce a new program for members of the UBC teaching community. The Teaching Scholars Program is providing financial, educational, and research support for a cohort of instructors interested in developing their research skills in the scholarship of teaching and learning. Of the 10 cohort spaces that were

created, six spaces were awarded to scholars undertaking research related to CSL and CBR.

- In partnership with Teaching and Academic Growth, the UBC-CLI hosted monthly “Brown Bag” lunch discussions for faculty and staff CSL practitioners.

Research and Evaluation

Evaluating the impacts of CSL and CBR continues to be an ongoing focus of the UBC-CLI. This last year, a new Manager of Research and Evaluation position was created. At this early stage, the Manager’s role is to educate people about the outcomes of CSL and to provide support to those instructors and other stakeholders seeking assistance in evaluation activities. The Manager has convened a research working group consisting of staff from the UBC-CLI and other units across campus concerned with evaluation of the teaching and learning experience. The working group is focused on developing methods for assessing CSL outcomes for students and surveying instructors to understand their motivations for using CSL. In addition, the Manager is exploring ways to assess the community impacts of CSL. In May and June, the Manager assisted faculty members in conducting evaluations of their CSL courses using written evaluation forms. The Manager also conducted evaluation interviews with community partners involved in the Sauder Community Service Learning Pilot and elicited feedback from students who participated in the pilot via electronic surveys and interviews. The feedback elicited through each of these evaluation methods will be used to inform future iterations of courses and CSL projects.

In the coming years, the Manager and the Research Assistant will be developing innovative ways to support all those involved in CSL or CBR projects to use evaluation techniques to create strong communication and feedback loops as a way of ensuring that everyone’s goals are met and the projects generate new learning. The lessons learned by particular CSL or CBR networks will be collated and used to inform decision-making centrally about how to continuously adapt and improve the model for curricular CSL and CBR being developed at UBC.

The UBC-CLI is also working with the Office of Planning and Institutional Research (PAIR) to create a database that will enable UBC to capture data on CSL and CBR activities. It is anticipated that the database will provide information on the CSL and CBR projects undertaken, as well as information on community partners. To that end, the UBC-CLI is currently developing templates to streamline the data collection process for future years. We are also working with Enrolment Services to determine how CSL data collection can be institutionalized within centralized IT systems.

Outcomes and Structures

As noted in last year’s report the UBC-CLI has begun to ground the growth of CSL and CBR in metaphors arising from the fields of biology, ecology, and living systems. These metaphors suggest different ways of thinking about how cultural, organizational, and personal change can occur. 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 mediators between the community and the academy, the UBC-CLI seeks to foster change through the creation of fertile conditions for collaboration, and

the co-creation of “hybrid” cultural spaces where people from the academy and the community can develop shared norms and cultural expectations.

One of the many strategies deployed in the last year to achieve this end was the creation of four Faculty-specific staff positions jointly managed by the UBC-CLI’s Associate Director and an appropriate counterpart within each of the Faculties. It was hoped that this model of dispersing staff support to particular Faculties would allow the dynamic and different cultures of each of the Faculties to give rise to different priorities, networks, and strategies for engagement. At the same time, the UBC-CLI strengthened its centralized support functions in an effort to ensure institutional congruence with best practices for CSL; alignment with the priorities identified in the strategic plan for the advancement of CSL and CBR; and the use of shared protocols for documentation and evaluation. The central staff team now includes the following positions: Associate Director, Manager of Research and Evaluation, Manager of Communities of Practice, Research Assistant, and Program Assistant.

We have discovered that engagement with community varies from faculty to faculty based not only on discipline-specific cultural factors, but also on several other factors, including previous level of involvement with CSL or CBR, internal and external supports and pressures, and history. The following descriptions of developments in each of the four faculties illustrate how these are important.

Faculty of Applied Science

There have been several noteworthy successes in Applied Science as a result of both internal and external factors. These factors included support from the Dean, instructors’ pre-existing facility with project-based learning, and the Canadian Engineering Accreditation Board (CEAB) requirements that students graduate with an understanding of how to apply their expertise to complex, interrelated societal concerns.

With the arrival of a new Dean and an accreditation review as catalysts, the Faculty sought the assistance of the UBC-CLI to understand how CSL can enhance student learning. CSL became seen as crucial to the goal of graduating students with the “soft skills” that are increasingly being seen as required by accreditation bodies and employers. In order to achieve the goal of developing a coordinated strategy for incorporating CSL into the core curricula in a manner that would prove sustainable and replicable across departments, the CSL Coordinator focused her efforts on:

- Chairing a working group of instructors and staff to prepare a Faculty-wide strategic plan for the implementation of CSL and CBR.
- Educating instructors about CSL and the outcomes of CSL at departmental meetings.
- Hosting dialogue sessions for instructors and students to discuss how they envision CSL fitting into the engineering curriculum.

One tangible result of this work resulted in the Department of Mechanical Engineering adapting their core curriculum such that all 2nd, 3rd, and 4th year students will be required to engage in progressively more immersive CSL experiences from one year to the next. The support of a champion within the department who is committed to using CSL to attract more

female students to engineering was critical to this success. Another outcome is the plan to add twelve new CSL courses across seven disciplines in the coming academic year. This will bring the number of courses with a CSL component to a total of 15.

The Faculty is now working with the CSL Coordinator to determine whether industry partners might be appropriate sites for CSL. In the past, industry has been integral to project-based learning in the Faculty and instructors are eager to leverage their existing networks. In considering this question, the UBC-CLI and the Faculty will reflect on the Faculty's overall community engagement goals, their desired student learning outcomes, and the optics of committing university resources to partners who are perceived to already be well-resourced.

Faculty of Land and Food Systems

The Faculty of Land and Food Systems (LAFS) has a ten-year history of community engaged learning practices. Presently, close to 450 students participate each year in the Land Food and Community Series, a sequence of three core courses with a CBR component. Given the already high proportion of students in LAFS who engage in CSL and CBR, the CSL coordinator's role is to focus on enhancing the quality of the experience for students, faculty and community partners rather than increasing participation levels

The role of the Coordinator included providing support to the LFC series Teaching Assistants in their efforts to build and sustain community partnerships. Skill-building workshops for students and TAs centered on reflection and how to work effectively with communities. Additionally, the Coordinator focused on building the capacity of community partners and instructors. In consultation with instructors, the CSL Coordinator identified potential community collaborators and met in person with each to increase their understanding of CSL and CBR. Those discussions resulted in the identification of new community-based initiatives. Finally, the Coordinator met with community collaborators to elicit feedback about their experience and identify possibilities for more strategic engagement in the future.

In recognition of the over 40 community partners reached, the over 100 schools consulted to determine how many are interested in food related sustainability projects, and the close to 500 undergraduate students engaged, the Faculty is now seeking to develop even deeper roots in the community and expand into other disciplines within the Faculty. In the coming year, the Coordinator will continue to strengthen the capacity of students, instructors, and community partners to engage effectively with complex community issues through offering skill-building workshops and assisting in the stewardship of relationships.

Faculty of Arts

Over the course of the past two years, the CSL Coordinator within the Faculty of Arts supported instructors as they sought to incorporate CSL and CBR into their courses. Much of this work centered on skill building and the stewardship of relationships with community partners. In some instances instructors were afforded funding for TAs to build these relationships. In recognition of the transient nature of graduate TAs and the importance of continuity in the interpersonal relationships that are crucial to the success of CSL, the

Coordinator has worked over the past year to educate instructors about the need for TAs not to be the only link between the Faculty and the community partner.

One tangible manifestation of this effort is a restructuring of our approach to providing funding to instructors to enable them to include CSL in a course. Whereas in the past, an instructor could receive funds for a TA that in many cases served as the primary link to the community, instructors now seeking CSL course development funds are required to demonstrate how the TA will assume administrative functions in order to give the instructor time to create and foster relationships with community partners. Instructors who were previously awarded development funds can now apply for CSL course enhancement funds in order to make CSL sustainable within their course. Approved uses of these funds include the testing and evaluating of new models for course-based infrastructure and increasing the role of community partners as co-educators by providing stipends or other supports. A third category of awards, called faculty and community development funds are intended to assist instructors and community partners to attend and/or present at workshops, conferences, or symposiums related to CSL or CBR.

Sauder School of Business

Our partnership with the Sauder School of Business was initiated by the Irving K Barber Learning Centre (IKBLC), which also provided financial support to enable the creation of the new CSL position. The partnership was established in direct response to requests from economic development agents in rural and remote parts of British Columbia who had previously worked with the IKBLC to bring business resources to local organizations. These agents sought direct input from UBC students on the business planning and marketing activities of small businesses and non-profits in their areas. .

The Coordinator worked in partnership with an economic development agent in each community to identify projects that would support small business, non-profit, and professional association partners including the Chamber of Commerce and other municipal entities. Projects ranged from the creation of marketing plans to feedback on the most efficient use of information technology. In one example, the economic development agent from Terrace, BC reported that the impact of one student's work with just one small business was valued at over \$100,000 because of the expected long-term and sustained impact on the community's economy.

Efforts to deepen the community engagement aspects of the Sauder initiative include moving into two new communities and the development of advisory groups in the two hub communities that participated last year. It is also expected that the regional partners in the abutting towns serviced by the economic development hub agencies will also continue to remain involved.

Impacts and Strategies

Ten years after the initiation of Community Service Learning (CSL) activities at UBC it is clear that this approach to learning in community settings has had significant impacts within the university. It is also true that the growth of CSL at UBC would not have been possible without concurrent complementary changes within the university. The adoption of an

institutional vision that included a strong commitment to community outreach and engagement in 1998 led to the creation of the Learning Exchange Trek Volunteer Program in 1999. The success of this program and the subsequent inclusion of students' volunteer work into academic courses provided examples of what community engagement is and demonstrated its value, thus reinforcing the university's commitment to this aspect of the vision. The increasing emphasis on community engagement as a strategic priority among the university's leaders provided the rationale for continued growth in UBC's CSL programs.

The mutually reinforcing feedback loops between innovation and success at the program level and shifts in priorities at the institutional level have resulted in significant institutional change. In late 2009, UBC formally embraced a new vision, *Place and Promise*, which solidifies and extends the directions taken in 1998. This vision clearly positions UBC as an academic institution that cares about student learning and the impacts of its work in communities from the local to the global. This represents a remarkable shift from the historical focus on research alone. In addition, the framing of the third mission of the university as "community engagement" rather than "service" signals further change to come.

As part of the visioning and strategic planning process, UBC has made it clear that its budgetary decisions need to be aligned with its strategic directions. This year, the UBC executive made the decision to commit ongoing core funding to the Learning Exchange/UBC-CLI in order that its community engagement and CSL/CBR programs be sustained. This commitment, made at a time of institution-wide financial restraint and uncertainty, is a testament to the success of the Learning Exchange/UBC-CLI and the sincerity of UBC's vision.

The influence of the UBC-CLI can be seen in the emphasis in [*Place and Promise*](#) on forms of community-based experiential learning like CSL and CBR and on community engagement generally. Specific relevant goals include the following:

- Expand educational enrichment opportunities, including research, a first year small class experience, international learning, community service learning, and co-op/practicum/ internship opportunities. (UBC aims to ensure that every graduating student has taken part in at least two of these enriched educational experiences.)
- Increase student, faculty, and staff participation in community service learning, community based research, and service to the community.
- Better define and assess "service" for purposes of tenure and promotion.

The *Place and Promise* vision is inspiring the development of several "mid-level" strategic plans that identify goals and strategies for the institution as a whole as well as plans for specific faculties and academic or administrative units. Over the past two years, the Learning Exchange/UBC-CLI has been developing a mid-level [strategic plan for the advancement of CSL and CBR](#). This plan will inform the broader mid-level strategic plan for Community Engagement that is currently being developed.

Advancing CSL or CBR is identified as a priority in several of the mid-level strategic plans that have been completed (e.g., the plans for Aboriginal Engagement, Research, and

Sustainability). Staff members from the UBC-CLI are currently engaging in discussions with Deans, department heads, and other faculty and staff to determine how to integrate CSL and CBR into faculty and unit strategic plans and to explore ways that the UBC-CLI can most effectively support the various CSL and CBR initiatives that are being undertaken.

The new ongoing core funding (complemented by funds raised from external sources) and the increasingly strong links between the UBC-CLI and the faculties provide a solid foundation for the pursuit of the four goals outlined in the strategic plan for CSL and CBR:

1. Enhance student learning
2. Contribute to society
3. Extend and deepen the university's engagement with community
4. Embed CSL and CBR in the academic fabric of the University.

The plan outlines a number of strategies that will contribute to the achievement of these goals. It will be particularly important to focus our efforts on the second and third goals, since the achievement of demonstrable impacts in communities and the creation of authentic collaborative relationships with community organizations remain an ongoing challenge in the field of community-university engagement. Examples of strategies that are currently being pursued include:

- **Engaging Neighbourhoods Pilot:** The UBC-CLI has partnered with the United Way of the Lower Mainland, the Vancouver Board of Education, the city of Vancouver, and several community-based organizations in two geographical areas in East Vancouver, including Collingwood Neighbourhood House, South Vancouver Neighborhood House, Windermere Secondary, David Thompson Secondary, BC Housing, Vancouver Parks and Recreation, and the Boys and Girls Club of Greater Vancouver to explore new ways that UBC can more effectively use community development principles and practices to respond to community-identified priorities (in this case, the priority issue is the well-being of children in the 7 to 14 age range). The two communities are similar in some ways (e.g., size, prevalence and type of social issues, and ethnic diversity) but their community-building histories and capacity for partnership with entities like UBC are very different. The activities of the UBC-CLI are being tailored to the context in each community. In Renfrew-Collingwood, we are helping the key leaders who have been responsible for the creation of a very effective set of youth leadership programs to articulate the story of how these programs were created so that their experiences can inform other similar efforts. In Victoria-Fraserview we created a team of UBC students who are organizing a series of community dinners to elicit input from residents about how children and youth can be engaged with and supported by the community more effectively. The student team consists of a planning school graduate student who is coordinating the efforts of the team as a for-credit internship project and seven UBC students who were recruited through a letter sent to all UBC students who live in the area and seven local high school students. The first community dinner was held in June. It was attended by 60 people of all ages, many of whom were not already engaged in the community. We anticipate that opportunities for curricular CSL projects will emerge from the community dinners and the ideas they generate.

- **Student Leadership Awards:** Students who had taken part in curricular CSL or CBR project in 09-10 were offered the chance to receive small grants to undertake a CSL or CBR project over the summer. Fourteen students applied for grants; one received a grant. The one project awarded grant funds focused on working in partnership with the YWCA Rooftop Garden to create a “mini” orchard to provide 1000 kg of fresh produce each year to the YWCA Crabtree Corner. The main objectives of the project are to design and plant the “mini” orchard; create an educational framework to facilitate capacity building; and to develop a monitoring and data collection system that will enable the community to assess the success of the “mini” orchard and provide information to other urban farmers. The grant program, funded by an endowment given to the Learning Exchange, will be offered again next year with the addition of a series of complementary asset-based community development workshops for students and their partners to attend together.
- **Links with Alumni:** As described earlier in this report, some courses have begun using alumni as mentors for student teams doing CSL projects. We want to expand the range of possible roles for alumni in UBC’s CSL and CBR projects and focus particularly on the post-graduation involvement of students who did CSL and CBR during their time as students.
- **Community-Based Research:** As more students are engaging in CBR projects, we are working to build appropriate supports for these projects. For example, we are working with other UBC units and community organizations with expertise in CBR to develop a prototype for a web-based resource that would help community organizations who want to do research be matched with faculty and students who want to do CBR. In addition, we are exploring the feasibility of creating a series of training videos that would help community members and academics collaborate on CBR projects more effectively. A graduate student intern from a digital media program consulted with community organizations, faculty members, and students over the summer to elicit their ideas on the videos. In addition, UBC’s Vice President for Research is creating a Task Force on CBR that will involve staff from the UBC-CLI. It is anticipated that the Task Force will make recommendations about how UBC can more effectively facilitate and support CBR done by faculty and students working in collaboration with communities.
- **Research on Student Outcomes:** The Learning Exchange/UBC-CLI collaborated with UBC’s office of Planning and Institutional Research and the Arts Co-op Program to initiate a campus-wide discussion about how to determine whether we are achieving desired student learning outcomes by offering the various forms of enriched educational experiences that *Place and Promise* has made a priority (including CSL).

As suggested by the McConnell Foundation, we plan to use unspent funds from past years to enable the continued development of the UBC-CLI beyond the original end date of the grant period, i.e., to enable a sixth year of McConnell Foundation support.

Director's Reflections

The following section of this report links the themes of the director's reflections offered in previous years to significant developments in the UBC-CLI over the past year. In previous years, this section of our report has discussed several inter-related topics:

- There are significant challenges involved in building bridges that connect the different cultures of the academy and the community.
- We have realized that instead of simply mediating across this cultural divide and having the university and community domains remain separate, we should be creating spaces where people from the university and the community can together create shared goals, shared meanings, and agreed-on ways of working together—what we have called “hybrid cultural spaces.”
- There is value in grounding our work in metaphors related to complex living systems that get us thinking about self-organizing systems and innovation.
- Achieving positive change in the social and cultural aspects of the relationships between universities and communities can be facilitated by telling new stories about how community-university engagement works, getting people engaged in community-university relationships so they can interpret these new stories in light of their own personal experience, and encouraging people to share their experiences and reflections with others who are similarly engaged.

I will focus this year on the question of what it means to “institutionalize” CSL within academic institutions and communities. Much has been written in the academic literature about how to institutionalize CSL in the academy and what the signs and stages of institutionalization are. According to this discourse, UBC has made significant progress towards institutionalizing CSL. With core funding being secured from the university, CSL coordinators being situated in four of the larger faculties, and CSL and CBR being prominent strategies for change in *Place and Promise*, there is good reason to celebrate.

While it is important to celebrate success, it is during such times of progress that caution is most needed. It is important to reflect on how the institutionalization of CSL is affecting our own priorities, practices, and sense of identity. As large bureaucratic systems, universities exert a powerful centripetal force. It would be easy to envision the map of the terrain we are working in as having the UBC system at the centre of the domain with a number of smaller satellite community partners surrounding it. We could envision the UBC-CLI as embedded within the university system looking outwards towards the community. We could start thinking of ourselves as university insiders and the community as outsiders, as “them” and not “us.” The danger for the UBC-CLI, as for any individual or organization whose role includes being a cultural change agent and mediator across boundaries, is that being accepted within a particular community or cultural group will lead to an exclusive alignment with that particular group. The risk is that you will “go native.” This entails a loss—of integrity and the capacity for macro-level insight and innovative action.

If the Learning Exchange/UBC-CLI is to play a role as a change agent within both the university and the community, we need to ensure that we do not identify so much as insiders within the university that we lose our sense of allegiance to the community. In order to stay

grounded in our role as facilitators of community-university relationships, we need to engage further with the question of how to “institutionalize” CSL and CBR within the community sector as well as the question of how to create stronger cultural spaces at the interface between the academy and the community.

For a particular activity or program to be institutionalized, it must first be judged to be legitimate according to the norms and standards of the relevant system or culture. Several factors have contributed to the legitimization of Community Service Learning at UBC:

- There is a body of academic literature about CSL and its benefits.
- CSL has a significant history in academic institutions in other countries and has been introduced in many Canadian universities.
- CSL requires students to demonstrate their learning in ways that can be assessed according to traditional pedagogical standards.
- The President and other members of the UBC administration have championed CSL as a strategic priority as have students.
- CSL can address the need to develop the “soft” skills that employers and professional accreditation bodies are looking for among graduates.

Most of these factors are not strong legitimizing forces in the community sector. Based on our past experience, I would argue that the following factors are more important:

- Students bring significant value to the community, i.e., their efforts help organizations achieve their goals.
- Individual representatives from the university (including students, faculty, and staff) demonstrate their sensitivity to particular community contexts and show they can fit in (e.g., by understanding the linguistic idioms used in the setting).
- By its nature, CSL encourages the kind of learning through experience that is highly valued in community settings.

This last factor is at the core of one of the key tensions at the interface between the academy and the community. The epistemological underpinning of CSL that is a legitimizing force in the community (i.e., that direct, individual experience is the basis for learning) contradicts the epistemological assumptions that predominate in many parts of the academy (i.e., that knowledge accumulates through the use of the scientific method). According to the positivist paradigm, the university’s role is to educate students about the methods and findings of science, to communicate ideas and information, and to transmit bodies of knowledge. For centuries, lectures given by experts have been the dominant mode of teaching in the academy. The dominance of this paradigm is weakening for a variety of reasons, including the rise of post-positivist, constructivist paradigms that take into account the context-specific messiness of the social world. In addition, empirical research about how people learn is stimulating new approaches to teaching that emphasize the importance of engaging students in their learning. These shifts are contributing to the growing acceptance of CSL in academic institutions. But CSL is still epistemologically problematic because it explicitly asserts that students have a lot to learn from people who live and work in the community—people who typically do not have the credentials that signify legitimacy as a teacher in the academy.

In order to successfully create “hybrid cultures” where people from the university and the community can together engage as legitimate and valued co-educators of students, we need to build a shared appreciation for a variety of ways of knowing—appreciation for what could be called epistemological diversity. People need to acknowledge that both science and life experience have valuable lessons to teach and, ideally, come to believe that the integration of these two ways of knowing provides a window on the world that is more encompassing and accurate than that provided by either one on its own. And in fact, this is exactly what is happening in the contexts where CSL and CBR are being done well.

In order for the networks of people engaged in CSL and CBR projects to be more resilient, adaptable, and creative, practitioners of CSL and CBR would be wise to make their awareness of what could be called “epistemological equity” more explicit as a way of creating an intentional foundation for their relationships. For example, while there are differences in the ways that status is conferred in academic and community settings (e.g., the number of published works someone has authored vs. the number of successful programs one has developed), two capacities are highly valued in both domains: understanding complex problems and having innovative ideas. If those involved in community-university partnerships can join in the search for deeper understandings of complex problems and collaborate in the identification of better ways of solving these problems, they will feel valued in both their own culture and in the shared culture of their CSL or CBR project network.

Further, in order for this epistemological equity to take root and flourish, CSL and CBR networks should attend to the ways in which they can create practices or rituals that reinforce their bonds of kinship as well as the ways in which they are creating new stories, symbols, or myths about the work they are doing together. While this use of the language of anthropology might seem strange, I am referring to things that practitioners are doing already. For example, getting student teams to tell the story of their CSL projects to a gathering of community partners and faculty members could become an annual “ritual” that solidifies everyone’s sense of accomplishment and belonging. What I am suggesting is that we become more aware of the ways in which our actions can intentionally strengthen (or weaken) the networks or communities of practice that get created when CSL or CBR projects or placements are done.

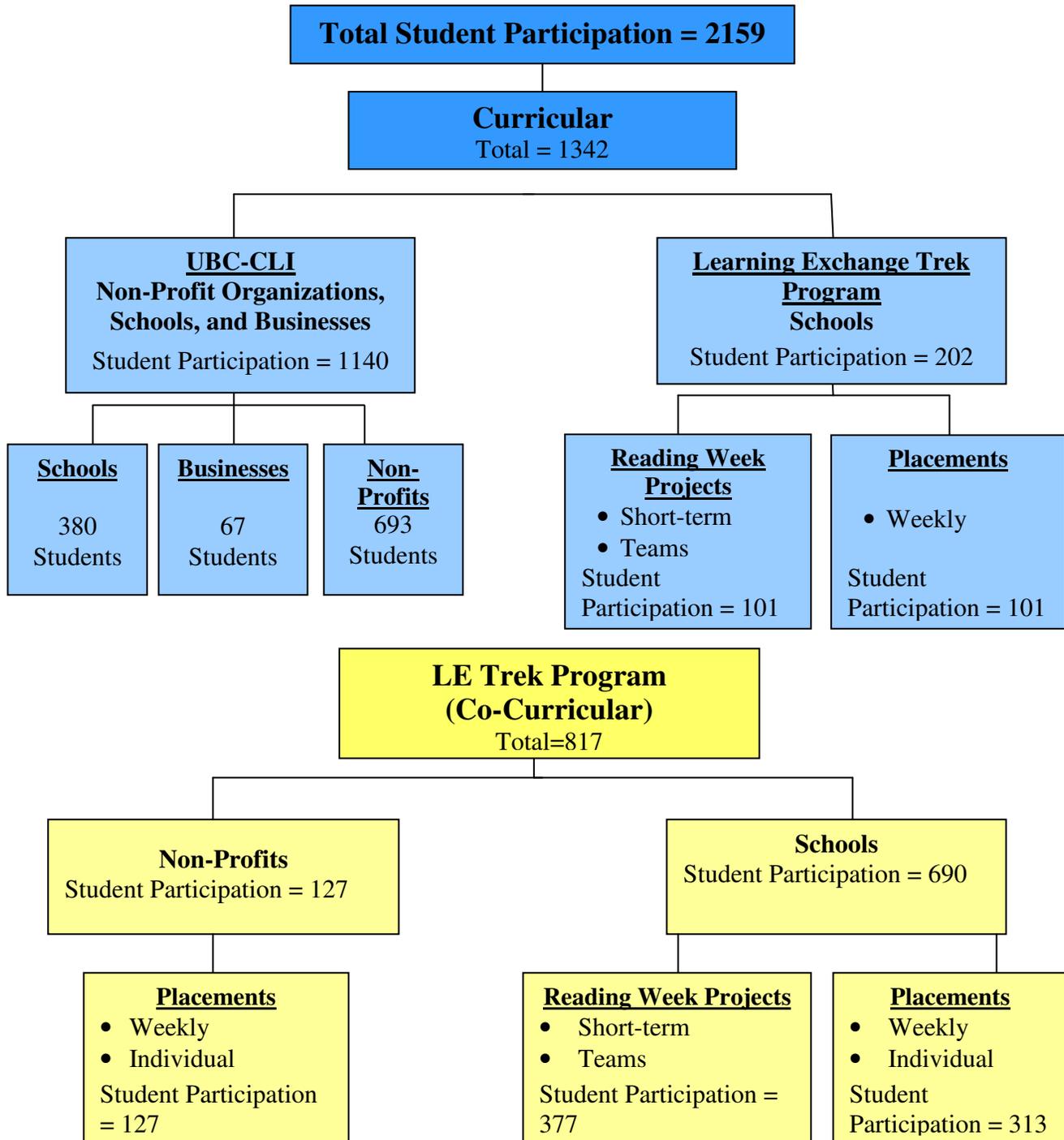
Paying attention to informal, cultural forces will help strengthen relationships between the academy and various community sectors but, just as there needs to be a formal infrastructure to facilitate faculty members’ and students’ engagement in CSL, there also needs to be analogous support for community organizations. This is how CSL and CBR will become institutionalized within community settings. The academic literature related to CSL and CBR acknowledges that the needs and interests of community organizations tend to be neglected by university partners. The literature points out that community organizations rarely receive compensation for the additional workload involved in orienting and supervising students. In addition, community partners rarely get access to significant funding to support their engagement in CSL or CBR.

While the Learning Exchange/UBC-CLI provides small grants to organizations that need funds to purchase supplies for their CSL projects and we are initiating a pilot project to bring student leaders into schools to coordinate the activities of other UBC student volunteers so that school personnel are not overburdened, we must do more. As we ask community partners to take more students each year and engage with us over the long term, they have a right to ask what we are going to do to make their engagement with us sustainable. The need to design effective ways to support community organizations' engagement with the university is becoming even more critical as the non-profit sector and public schools face increasing financial restraints and their ability to deliver even core services and programs becomes strained. While it might seem logical that this would be just the time to engage more volunteers, the reality is that bringing students into an organization can entail substantial investments of staff time in order to do it well, and the benefits may not outweigh the costs until several years into the partnership. Just as the UBC-CLI is providing developmental funds for faculty to determine how to incorporate CSL or CBR into their courses, and funds for faculty researchers to determine how to assess the outcomes of CSL and CBR for students, should we not be providing funds to enable community partners to determine how best to incorporate CSL or CBR into their organization's work or how to determine whether their goals are being met? Just as there is a push within the academy to recognize faculty members' engagement in CSL and CBR when they are being assessed for promotion and tenure, should we not be asking what the analogous forms of recognition are that would motivate and sustain the engagement of community professionals?

Achieving this other side of the "institutionalization" agenda will be just as challenging in the community as it has been in the academy. The "community" is not a monolithic entity. It includes small, newly emergent, grass-roots organizations as well as large bureaucracies such as school districts. What might be supportive in one context would not even be feasible in another. In addition, there will be disagreement in the university about the wisdom and appropriateness of providing certain kinds of resources, especially funds, to external organizations. This may require innovation in the funding models for community-university engagement initiatives. But these challenges need to be embraced. If practitioners and champions of community-university engagement do not address the question of how to "institutionalize" activities such as CSL and CBR in the community as well as the academy, there is a risk that we will create an edifice that is so lopsided it will topple over. The risk is that we will exhaust our community partners and word will spread that, on balance, engaging students is not worth the effort. But if we succeed in embedding CSL and CBR into community settings to the same extent as these are becoming embedded in many universities, the field of community-university engagement will reach a stage of maturity where its real potential will be fulfilled.

APPENDIX A:

Community Service-Learning and Community Based Research at UBC 2009/2010



Highlights of 2009/10:

- A total of **2159** 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 **29%** increase from 2008/2009. Last year's total student participation was 1675.
- **62%** of total participants this year did their CSL or CBR project or placement as part of a course.
- There was a **30%** increase in the number of students who participated in course-based CSL or CBR compared to the 2008/2009 academic year.
- There were **20** Reading Week projects in the schools through the Learning Exchange and Student Development. Through the UBC-CLI there were **107** projects in non-profits, **140** projects in schools, and **20** projects in small businesses that took place in the City of Vancouver and Northern BC.

Participation in CSL and CBR:

<u>Courses</u>	<u># of Students</u>
<i>Curricular Community Service Learning:</i>	
Anthropology 409 / Sociology 400	30
Asian Studies 369	12
Business Administration: Information Technology 513	21
Chemical and Biological Engineering 559	23
Civil Engineering 201/202	128
Commerce 336	4
Commerce 436	18
Commerce 462	25
Commerce 464	15
Creative Writing 202	56
Food, Nutrition and Health 473	75
Geography 410	8
Geography 472	8
Geography 495	24
Italian 202	17
Music 328B	32
Music 403F	29
Political Science 449A	18
Psychology 417A	33
Sociology 250A	18
Sociology 460A	12

Sociology 461B	15
Women's Studies 320	17
<u>Total</u>	638

Curricular Community Based Research:

Geography 371	28
History 485	49
Land, Food and Community 250	237
Land, Food and Community 350	180
<u>Total</u>	494

Curricular Projects coordinated by the UBC-CLI and Trek Program occurring during Reading Week:

Rehabilitation Sciences & Occupational Therapy 519	19
Math 355	7
Biology 121	75
Food, Nutrition and Health 250	8
<u>Total</u>	109

Curricular Placements:

Biology 121	8
Human Kinetics 454	27
Biology 201	59
Integrated Sciences 300	5
Math 335	2
<u>Total</u>	101

APPENDIX B: Themes of Courses Incorporating CSL/CBR 2009/2010

The Faculty of Applied Sciences

Course	Title
CHBE 559Z	Topics in Chemical Engineering – Energy Efficiency and Conservation
CIVL 201 / 202	Civil Engineering I & II

The Faculty of Arts

Course	Title
ANTH 409 / SOCI 400	Immigrant Vancouver Ethnographic Field School
ASIA 369	Asian Folklore
CRWR 202	Introduction to Creative Writing
GEOG 371	Research Strategies in Human Geography
GEOG 472	Geographic Information Science
GEOG 495	Trans-local Approaches to Food Sovereignty and Social Justice
HIST 485	Asian Migration in the Americas
ITAL 202	Second Year Italian
MUSC 328B	World Music Cultures: Aboriginal Music in Contemporary Canada
MUSC 403F	Hearts of the City: Introduction to Applied Ethnomusicology
POLI 449A	Political Theory and Non-Human Life
PSY 417A	Community Psychology
SOCI 250A	Crime and Society
SOCI 460A	Immigrant Vancouver (Sociology of Special Geographical Areas)
SOCI 461B	Political Sociology
WMST 320	Feminist Theory: Identity, Agency, and School(ed) Subjects

The Sauder School of Business

Course	Title
BAIT 513	Managing E-business
Comm 336	Introduction to E-Business
Comm 436	Information Systems Design and Analysis
Comm 462	Integrated Marketing Communications
Comm 464	E-marketing

The Faculty of Land and Food Systems

Course	Title
FNH 250	Nutrition Concepts and Controversies
FNH 473	Nutrition Education in the Community
LFC 250	Introduction to Land, Food and Community
LFC 350	Land, Food and Community II

APPENDIX C: Curricular and Co-Curricular CSL/CBR 2009/2010

The Faculty of Applied Sciences

Community Partner	Course	Project Description
Dr Sun Yat-Sen Classical Chinese Garden	CIVL 201 / CIVL 202	The student team designed and built a bicycle storage unit for staff in one of the garden's limited office spaces, while ensuring that none of the building's Ming Dynasty construction was damaged.
Evergreen	CIVL 201 / CIVL 202	<p>Students designed and built a pull cart for volunteers to transport tools in as they work on Evergreen's park sites.</p> <p>Students researched and designed a model for improving the drainage system at Jericho Beach Park. The students created a map to present their findings and enable further investigation by the organization.</p>
Green Everest Alliance	CIVL 201 / CIVL 202	Students designed and built a waste vegetable oil treatment system. This system could provide enough vegetable oil for one UBC Plant Operations Vehicle, to power a tractor at the UBC-Farm, or to support a small business venture in converting waste vegetable oil into a viable transportation fuel.
Lighthouse Sustainable Building Center	CIVL 201 / CIVL 202	Students worked with Light House to design an outdoor garden planter made from recycled materials. Utilizing wood from used shipping pallets, the students built several easily-transportable sections that were assembled onsite. Once the planters were constructed, native plants and seasonal vegetables were seeded outside Light House's new location on Pine and Fourth.
Neighbourhood Housing Society	CIVL 201 / CIVL 202	Students designed and built cold frames (mini greenhouses) for the residents of the Bruce Erikson, a community housing project in the Downtown Eastside. These cold frames will enable residents to start growing earlier in the season, so more food can be produced.
Pacific Streamkeepers Federation	CIVL 201 / CIVL 202	<p>Students designed and built a model of a North Vancouver housing plan displaying how it connects to storm water infrastructure. This model connected with the storm water model completed by another CIVL 201 group, showing below ground piping.</p> <p>Students designed and built a model of storm water infrastructure below the ground and on the street level. The design featured dry-wells to store water underground and let it dissipate into surrounding soil. The team designed an oil and grit separator at each point to improve the quality of water entering the creek.</p> <p>Students constructed a small-scale exhibit demonstrating the affordability and viability of a cattle</p>

Community Partner	Course	Project Description
		watering system in Kelowna, BC. The exhibit showcased a solar-powered pump designed to bring fresh water to cows while protecting riparian ecosystems and fish-bearing streams from grazing cattle.
Ray-Cam Cooperative Center	CIVL 201 / CIVL 202	Students designed and built a mobile play table for use as part of a mobile play center for pre-school age children. To accommodate Ray-Cam's expansion in service (they are opening off-site preschools and daycare centers in BC Housing Common rooms), the colourful equipment was built to facilitate easy transport and storage.
Science World at TELUS World of Science	CIVL 201 / CIVL 202	<p>Students researched, designed and prototyped a new waste-themed exhibit for the “Our World” sustainability gallery in the TELUS World of Science facility. The prototype was built with very simple materials and was presented to Science World visitors for community input/feedback.</p> <p>Students designed, proposed, built and tested a model exhibit to educate Science World visitors about water use and conservation practices. Through gathering field data from Science World visitors, this team provided invaluable data to their client about the pros and cons of their model.</p> <p>Students researched, designed and prototyped a new food-themed exhibit for the “Our World” sustainability gallery in the TELUS World of Science facility. The prototype was built with very simple materials and was presented to Science World visitors for community input/feedback.</p>
Terra Nova Schoolyard Society	CIVL 201 / CIVL 202	<p>Students designed and built a means to store energy from a pre-existing pelton wheel project and convert it to 120V AC current for household use. To ensure maximum sustainability and conservation, the students also developed a water recapture system so that water doesn't just drain away when the demonstration pelton wheel is in use.</p> <p>Students designed and built a water capture system to capture unused irrigation water at the client's urban garden site.</p>
UBC Farm / Vancouver Native Health Society	CIVL 201 / CIVL 202	Students built a multi-purpose storage shed for the UBC Farm and Vancouver Native Health Society. Working off existing designs originally created by BCIT students, the team added new elements such as a rainwater capture system, larger windows and a ventilation system.
UBC Farm	CIVL 201 / CIVL 202	<p>Students designed various components for the UBC Farm's market storage trailer to help them transport and sell their produce at local markets. The design included storage spaces for totes, a shelter for market vendors, and a counter space for selling produce.</p> <p>Students partnered with the UBC Farm to develop a groundwater quality monitoring protocol. The students conducted baseline tests for the presence of a range of potentially hazardous substances in</p>

Community Partner	Course	Project Description
		various locations around the farm. This project has enabled the UBC Farm to do extensive monitoring of their water quality.
UBC Learning Exchange Storefront Programs	CIVL 201 / CIVL 202	Students designed and built collapsible computer tables for the UBC Learning Exchange. The four tables are presently being used by residents of the Downtown Eastside who visit the facility.
YWCA Rooftop Garden	CIVL 201 / CIVL 202	<p>Students designed and constructed two planter tables that can be used to grow vegetables on the rooftop garden. The tables allowed the YWCA to expand their growing area on their rooftop, while giving those with mobility issues the opportunity to garden freely. The tables were designed to be large enough to allow significant growing space but still be easily movable, and accommodate wheelchair gardening.</p> <p>Students designed and constructed a prototype of a system to capture grey water from the building to be used to water vegetables on the rooftop garden. The model included appropriate filtration, storage and delivery systems to the entire garden area. Health risks for using grey water for food production and design treatment were also thoroughly assessed.</p>

The Faculty of Arts

Community Partner	Course	Project Description
411 Seniors Centre Society	PSYC 417A	Students carried out reception duties, facilitated social and recreational activities and helped deliver daily meals to seniors at the 411 Seniors Centre.
Aboriginal Front Door	MUSC 328B	Students facilitated a weekly Aboriginal song circle in the Downtown Eastside. This song circle aimed to promote Aboriginal health and wellness.
Burn’s Bog Conservation Society	POLI 449A	Students worked with the Conservation Society to organize a public forum focused on the federal and provincial governments’ joint ‘Gateway’ and ‘Delta Port’ transportation initiative. The students also supported the organization’s local day of action on climate change.
Burnett Secondary School	CRWR 202	Students developed a writing curriculum and activities for secondary students. They taught language, poetry and English grammar.
Canucks Autism Network	PSY 417A	UBC students assisted with the annual awareness raising symposium.

Community Partner	Course	Project Description
Carnarvon Elementary	CRWR 202	Students developed a writing curriculum and various educational activities for elementary students. The students taught poetry and English grammar.
Carnegie Community Centre	MUSC 403F	Students developed and organized a singing workshop for residents of Vancouver’s Downtown Eastside, and for Aboriginal community members.
Chinatown Historical Property Trust Steering Committee	HIST 485	Students produced a short documentary examining recent migration to Richmond and its impact on the city's residents and culture.
		Students documented, digitized and archived the oral histories of influential Chinese Canadian community members.
		Students interviewed individuals that lived through the period of Chinese Head Tax, producing web-based educational resources for BC high schools students.
Christianne's Lyceum of Literature and Art	CRWR 202	Students developed a writing curriculum and activities for school students of various ages. The students taught classes on poetry and English grammar.
CIPO-VAN: Indigenous Populare Council of Oaxaca	GEOG 495	Students worked directly with CIPO-VAN to develop collaborative projects to support the women's cooperative of Oaxaca. These included; 1) researching the regulations related to importing products from Mexico; 2) creating a cookbook of traditional recipes to support indigenous resistance; and 3) hosting a large fundraising event.
Crisis Intervention and Suicide Prevention Centre of BC	PSY 417A	Students helped enter qualitative data into a database, answered help line phones and delivered educational workshops.
DeltAssist	CRWR 202	Students developed a writing curriculum and various activities for school students of various ages. The students taught language classes, poetry and English grammar.
Downtown Eastside Centre for the Arts	PSY 417A	Students met with associates of the Centre to discuss opportunities to share information about local Downtown Eastside programs and compile information on an online forum.
Downtown Eastside Women's Centre	PSY 417A	UBC students provided clothes and meals to women that accessed the centre.
Early Psychosis Intervention	PSY 417A	Students coordinated existing resources, reached out and contacted community organizations, and helped form new partnerships and networks.
Frog Hollow Neighbourhood House	ANTH409/ SOC1400	Students provided research assistance and support to programs offered by the Neighbourhood House, targeted towards recent immigrants to Canada.

Community Partner	Course	Project Description
	SOC1460A	Students helped facilitate a peer-led and community-based needs assessment project. Students also worked as note-takers during focus groups that were being conducted for the project.
Gordon Neighbourhood House	ANTH409/ SOC1400	Students provided research assistance and support to programs designed to meet the needs of recent immigrants to Canada.
	PSY 417A	Students planned and delivered presentations to seniors, developed interview questions and compiled interview transcripts.
	SOC1460A	Students identified community groups that accessed the local garden and supported an ESL language conversation club.
Hawthorne Elementary	CRWR 202	Students developed a writing curriculum and various activities for elementary students. The students taught language classes, poetry and English grammar.
Individual consultants	ASIA 369	Students collaborated with one of three consultants from the Asian-Canadian community to produce three polished, 15-minute film documentaries concentrating on Cantonese-, Mandarin-, and Punjabi-speaking 'active bearers'.
	MUSC 328B	Students collaborated with Aboriginal music composers to develop and produce Aboriginal music.
	WMST 320	Students identified a community organization, partner or individual consultant of their choice and worked to address a need. Activities included: fundraising, proposal writing, developing workshops, developing a short film, etc.
InterUrban Gallery	MUSC 403F	Students delivered a four-day gamelan workshop for the hard-to-home and homeless population in the Downtown Eastside.
Italian Cultural Centre (ICC)	ITAL 202	Students contributed to the following: helping language teachers plan lessons and activities for their children and teenage students, interviewing Italian immigrants for the ongoing data collection of the Museo, and researching and writing information for an exhibit about pasta.
Junior Youth Empowerment Program	PSY 417A	Students helped to facilitate weekly youth meetings, and organize and plan for educational activities with staff.
Kerrisdale Elementary School	CRWR 202	Students developed a writing curriculum and activities for elementary students. Students taught language classes, poetry and English grammar.

Kitsilano Neighbourhood House	GEOG 371	Students examined the use of community gardens in Kitsilano for enhancing food security.
	GEOG 371	Students researched if and to what extent existing food services in Kitsilano (e.g. community lunch services) met the needs of those who access them.
	PSY 417A	Students volunteered in after-school drop in programs, attended staff meetings, and provided assistance with recreational and cultural programs.
	SOCI 461B	Students worked with program areas that supported immigrant, youth, senior and women’s populations to review and recommend best practices related to outreach, program evaluation, recruitment and resource development.
Ladner Elementary	CRWR 202	Students developed a writing curriculum and activities for elementary students. Students taught language classes, poetry and English grammar.
Little Mountain Neighbourhood House	ANTH409/ SOCI400	Students provided research assistance and support to programs targeted towards new immigrants.
	PSY 417A	Students helped with the afterschool literacy program, helped facilitate group activities, and worked one-on-one with the students in the program.
	SOCI 460A	Students assisted in an ESL classes and supported child-minding activities.
Mosaic: Cultural Connections	PSY 417A	Students were matched with new immigrants and provided support in terms of English language conversation, sharing resources, and providing information on Canadian society, culture, and life.
Mount Pleasant Neighbourhood House	ANTH409/ SOCI400	Students provided research assistance and support to programs designed for Canadian immigrants.
	PSY 417A	Students worked at the reception desk and participated in front of house operations.
	SOCI 460A	Students worked with community literacy dialogue circles, a seniors program, and ESL classes.
Pivot Legal Society	GEOG 371	Students investigated homeless persons’ preferred locations for pitching tents as shelters, so that Pivot Legal could use the information in a legal case. Students found that, contrary to Pivot’s expectations, homeless people prefer to pitch tents in parks rather than sidewalks.
		Students examined how the Olympics affected the mobility of marginalized residents of the Downtown Eastside, to assist Pivot Legal with a legal case. Contrary to Pivot’s expectations, students found that the Olympics had no effect on mobility in the Downtown Eastside.
Point Grey Secondary	CRWR 202	Students developed a writing curriculum and various activities for secondary students. Students taught language classes, poetry and English grammar.

Community Partner	Course	Project Description
Q'munity, BC's Queer Resource Centre	PSY 417A	Students worked at the reception desk, served as Olympic and Paralympic ambassadors at Q'munity House, and distributed resources in the library.
Richmond Hospital	PSY 417A	Students helped out with reception and various other hospital duties, as assigned.
Sechelt Indian Band	MUSC 328B	Students created a database of Sechelt artifacts that have been dispersed around the world, and produced an online database of missing items.
Simon Fraser Elementary	CRWR 202	Students developed a curriculum for elementary students, focusing on grammar, poetry and storytelling. Students taught language art classes, poetry and English grammar.
	CRWR 202	Students developed a writing curriculum and activities for elementary and secondary students. Students taught language art classes, poetry and English grammar.
South Vancouver Neighbourhood House	ANTH409/ SOCI400	Students provided research assistance and support for programs designed for Canadian immigrants.
	SOCI 460A	Students developed an asset-mapping community development questionnaire.
Surrey Crisis Centre	PSY 417A	Students carried out crisis line duties, including answering calls and participating in daily activities.
Vancouver Moving Theatre and the Heart of the City Festival	MUSC 403F	Students produced a music theater showcase of local artists in Vancouver's Downtown Eastside.
Wilderness Committee	POLI 449A	Students worked with the Conservation Society to organize a public forum focused on the Federal and Provincial Governments' joint 'Gateway' and 'Delta port' transportation initiative. The students also helped to implement a day of action on climate change.
YWCA Crabtree Corner Family Resource Centre	GEOG 371	Students reviewed and documented children's health issues in the community and created an educational poster for community groups and programs.
YWCA Munroe House	GEOG 472	Students generated maps of resources in areas where women from the centre look to find housing and services. The goal was to ease the transition process of the women.
	SOCI 250A	Students compiled fact sheets detailing information on affordable housing neighbourhoods which included photos of the prospective areas. These were added to Munroe House's resource binder.

The Sauder School of Business

Community Partner	Course	Project Description
B and C Teaching Tools	Comm 464	Students prepared an e-marketing plan for B and C Teaching Tools, a high end educational toy store. The students aimed to improve the usability and interactivity of B&C’s website and to help B&C to construct a network of strategic partnerships and increase brand awareness.
BC Centre of Excellence	BAIT 513	Students worked as e-business consultants and prepared a web strategy for a proposed British Columbia Natural Resource Culinary and Arts Centre of Excellence. The students prepared a set of recommendations about how to use the website to act as an ‘infomediary’ that would demonstrate the linkages and shared interests of the broad range of stakeholders involved in the project.
Campbell River Chamber of Commerce	Comm 462	Students prepared a marketing communications strategy to promote a new business resource centre to start-up businesses in the Campbell River Area.
Eco Tropical Fish Farms	Comm 462	Students prepared a marketing communications strategy for tropical freshwater fish hatchery based in Campbell River. The strategy focused on reaching new wholesale markets.
Happy Tree Company	BAIT 513	Two teams of students prepared web strategies for the Happy Tree Company – an eco-concept store located in Terrace. The store’s website was being developed at the time of the student projects and the owner sought recommendations about how to move the website from an information space to a transaction space. Both groups of prepared recommendations on: how to determine when to commence online sales, what kind of transaction service to use for online sales, and how to format the website.
Hawkair	Comm 462	Students prepared a marketing communications strategy and marketing campaign for Hawkair, an airline based in Terrace. The marketing campaign included text for radio advertisements and artwork for magazine and billboard advertisements focused on the theme of ‘What’s your getaway?’
	Comm 464	Students conducted a large survey of Hawkair clients to understand current use of the Hawkair website and online preferences. The students then prepared an e-marketing strategy that focused on leveraging web-based tools including the company website and social networking sites.
KMP Lifestyles	Comm 336	Students worked as e-business consultants and prepared a set of recommendations on how KMP could use e-business tools to form partnerships with other businesses and potential clients. The

Community Partner	Course	Project Description
		recommendations focused particularly on Business-to-Business relationships with other companies working in the healthcare field.
Raincoast Bookkeeping	Comm 436	Students acted as a ‘consulting team’ and provided recommendations on which information system products are most suited to the needs of this business.
Sea Peak Adventures	Comm 462	Students prepared an integrated marketing communications strategy for Sea Peak Adventures, a start-up adventure tourism business based in Campbell River. The strategy focused on building brand awareness and gaining the attention of a broad target audience using low-cost marketing approaches – particularly the Sea Peak website and social networking sites.
	Comm 462	Students prepared a marketing communications campaign for Sea Peak Adventures, a start-up adventure tourism company based in Campbell River. The campaign included print and outdoor applications (for magazines, bill boards, buses etc) and online applications including u-tube video advertisements and Facebook. The campaign was themed around a ‘blackout’ effect and the tagline ‘If only you could come and see it for yourself.’
Shames Mountain	Comm 436	Students acted as information system consultants to Shames Mountain Ski Resort. The students presented options for addressing inefficiencies related to unreliable internet, fraudulent ticket use, and manual accounting systems. The options presented ranged from very low cost/low tech solutions to more sophisticated, higher cost solutions, in recognition of Shames’ budgetary pressures.
	Comm 462	Students prepared a marketing communications strategy for Shames Mountain Ski Resort. The strategy aimed to educate the ski and snowboard community about the outstanding conditions at Shames through a multi-faceted campaign for print and online media with the theme ‘What happens when there is too much snow?’
Taku Wild Salmon Products	Comm 464	Students prepared an e-marketing strategy for Taku Wild Salmon Products, a small company based in Atlin, Northern BC. The strategy focused on options for leveraging the Taku Wild website.
	BAIT 513	Students worked as e-business consultants and prepared a web strategy for Taku Wild Salmon Products. The recommendations focused on making better use of Taku Wild’s website by addressing interface, transaction and policy issues.
Terrace and District Community Services	Comm 436	Students acted as information system consultants and provided recommendations how to make better use of the IT systems that TDCSS is currently using, and also how to make smart investments for the

Community Partner	Course	Project Description
Society		future.
	BAIT 513	Students worked as e-business consultants to TDCSS, a society that provides a range of social services to clients across a large geographical region in north west BC. The recommendations focused on ways for TDCSS to use the internet to increase awareness of the services that they offer, and to conduct business via their website.
The Broken Spoke	Comm 436	Students acted as an information systems consultants for the Broken Spoke bike store and café, located in Courtenay. The students' recommendations focused on ways of using information systems to expand and refine the Broken Spoke's customer contact, inventory management, and ordering systems.

The Faculty of Land and Food Systems

Community Partner	Course	Project Description
BC Housing (Orchard Park)	FNH 473	Students developed a "Skills for Change" workshop for residents of Orchard Park, a BC housing development with a mixed population (families, single and senior tenants) that targeted issues such as obesity and Type II diabetes.
BC Housing (Sunset Towers)	FNH 473	Students developed and implemented a cooking workshop for seniors who are residents of Sunset Towers. The goals were to educate residents about better healthy eating choices and to help create a sense of community since many are living on their own.
Boys and Girls Club of Greater Vancouver-Kivan Clubhouse	FNH 473	Students developed and facilitated interactive cooking/nutrition programs for children and youth in an afterschool care program at the Kivan clubhouse. Three workshops were delivered.
Champlain Heights Annex Elementary School	FNH 473	Students developed and implemented a nutrition workshop for a Grade 3 class that built on the provincial Healthy Living Curriculum, which is designed to provide students with the knowledge, skills, and attitudes necessary to be informed decision makers and to make healthy and safe choices.
Coast Mental Health	FNH 250	Students collaborated with a graduate level student to develop a food and nutrition workshop.

Community Partner	Course	Project Description
	FNH 473	Students developed workshops to encourage basic nutrition/cooking skills and knowledge. The three workshops were: growing herbs, vegetables in the garden, and a cooking session using herbs and vegetables covered in the previous workshops.
David Thompson Hub Team 1	FNH 473	Students developed “Train-the-Trainer” material for an elementary “Out-of-School” cooking program where high school students acted as project leaders. UBC students hosted one training session for the high school students, followed by 2 working sessions where UBC students mentored high school students on how to use the lesson plan tools and resources.
Downtown Community Court	FNH 250	Students collaborated with a graduate level student and developed a food and nutrition workshop.
Gladstone Secondary School	FNH 473	Students developed a nutrition workshop for Grade 10 students designed to build upon positive health behaviours and target change in negative health behaviours identified by the situational assessment. The workshop was delivered to three “Food Studies 10” and one “Planning 10” class.
Gordon Neighbourhood House	FNH 473	Students developed nutrition related resources for the GNH volunteer staff who prepare meals for seniors twice a week. Students presented their work to staff and the seniors who use the lunch meal program.
MacCorkindale Elementary School	FNH 473	Students developed and implemented a three- part nutrition workshop series for an ESL Kindergarten class that built on the provincial Healthy Living Curriculum. The workshops were designed to provide students with the knowledge, skills, and attitudes necessary to be informed decision makers and to make healthy and safe choices.
Share Society	FNH 473	Students developed two workshops to address how clients can maximize the nutrition of the items they receive from food banks with limited resources for additional ingredients or supplies.
Strathcona Community Centre	FNH 473	Students developed and delivered a cooking workshop for ESL mothers.
	FNH 473	Students provided staff with resources and recommendations for their afterschool snacking program. The students also delivered a workshop in the community.
YWCA Crabtree Corner Family Resource Centre	FNH 473	Students created educational activities tailored to aboriginal grandmothers and mothers. Three workshops included a grocery store tour, a lesson on label reading, and a cooking class.

Community Partner	Course	Project Description
Vancouver Board of Education	LFC 250	Students surveyed Vancouver's public schools to determine how many schools are currently undertaking food related sustainability projects; the scope and details of these projects; and, the number of schools interested in starting food related sustainability projects.
Vancouver's Farmers on 57th: Distribution Pathways	LFC 350	Students worked with the Vancouver Environmental Youth Alliance to determine if starting a community shared agriculture program was a good option for Farmers on 57th, and how this could be accomplished.
Vancouver Fruit Tree Project	LFC 350	Students helped the Vancouver Fruit Tree Project identify social enterprise options to secure a more reliable source of revenue.
LFS Learning Centre: Integrators II	LFC 350	Students investigated which aspects of food security (affordability, accessibility, appropriateness, availability, sustainability, and safety of food) are most relevant to the different types of communities (urban, suburban, and rural communities).
Vancouver Environmental Youth Alliance	LFC 350	Students researched the outcomes of the Environmental Youth Alliance's Community Nursery Project in Vancouver. Research was focused on lower-income communities in Vancouver.
Richmond Parks	LFC 350	Students investigated how to best assist the Richmond community in increasing the participation of Richmond residents in community gardens.
Vancouver's Farmers on 57th: Factors of a successful community food security initiative	LFC 350	Students examined the factors that have made the Farmers on 57th project a successful contribution to the community of the George Pearson Centre. The George Pearson Centre is a home for people with severe disabilities, and the students focused their research on the community building capacity of the community garden run by Farmers on 57th.
Richmond Food Security Task Force	LFC 350	Students worked with the Richmond Fruit Tree Sharing Project, a community garden organization, and concluded that one of the best ways to increase local food production was to increase the number of local community gardens.
Centre for Sustainable Food Systems: Developing Poultry component	LFC 350	Students investigated how a breeding program could be established to provide the residents of Vancouver with heritage hens to raise in their backyard.

Community Partner	Course	Project Description
Lower Mainland: Local grain bake-off	LFC 350	Students assessed the different varieties of organic grains that are grown locally in the Fraser Valley through a local grain assessment. The students, along with two community partners from local agricultural organizations, investigated which of the six locally and organically grown grains (Triticale, winter wheat, hard red spring wheat, Glenlea, Norwell and Kate PWA) produce the highest quality bread flour.
Okanagan College	LFC 350	Students investigated the feasibility of beginning a farm on the Vernon campus of the Okanagan College. The students determined that the assessment of student, faculty, and community motivation was necessary to evaluate the farm’s potential.
Community- University Research Alliance (CURA) project	LFC 350	Students edited, tested, and revised a survey for gathering information about food and sustainability related initiatives for the Vancouver School Board.
Vancouver Community Agriculture Network	LFC 350	Students investigated the community impact of the Hastings Folk Garden in an effort to understand If the garden had a greater impact in terms of food security, or in terms of therapeutic value, through partnering with various community organizations.
BC Association of Farmers' Markets	LFC 350	Students examined the feasibility of expanding the BC Association of Farmers’ Markets food coupon project for seniors, and the barriers that seniors face in accessing food. Students also researched possible partnerships with other organizations.
Richmond Food Security Task Force	LFC 350	Students examined the food resources and recovery process of Richmond’s food businesses in terms of compostable organic food wastes and their contributions to the community’s food security. With a focus on coffee shops, supermarkets, food manufacturers and restaurants, the team investigated whether and how much commercial food businesses contribute to the composting system in Richmond.
Richmond Terra Nova Schoolyard Society	LFC 350	Students investigated whether participation in the activities offered at the Terra Nova Schoolyard Society has increased children’s interest in gardening and nutrition, from both the children’s and the parents’ perspective. The students created separate surveys for the children and the parents.
North Slokan Valley	LFC 350	Students conducted research on how the village of New Denver in the North Slokan Valley could initiate a food production pilot project.
City of West Vancouver	LFC 350	Students studied waste management in Caufeild, a community in West Vancouver. The pilot project aimed to introduce composting as a sustainable method of waste management. This was the initial step towards implementing a region-wide composting program.

Community Partner	Course	Project Description
Zero Waste Vancouver	LFC 350	Students examined the waste management sector of the food system in Vancouver. The students investigated options for individuals in Vancouver for food waste disposal.
LFS Learning Centre	LFC 350	Students examined the LFC 350 course, and linked this year's community based research projects to what the students in their cohort were learning. In this way, the students proposed student-created learning outcomes for the students in LFC 350.
Delta Farm and Wildlife Trust	LFC 350	Students researched how a survey could be designed that would accurately determine whether consumers in Metro Vancouver are willing to pay more for wildlife-friendly produce.
Lower Mainland Farmers' Network	LFC 350	Students investigated how the farming programs offered at Kwantlen University, Farm Folk and Metro Vancouver Parks differ from one another and in what ways the UBC Farm could leverage its own assets to support the existing farming network.
SWR Food Action Coalition	LFC 350	Students explored the accessibility of the Surrey/White Rock food banks, the availability of nutritious foods, and effect of food banks on overall food security in the region.
City of Surrey: Farm Fresh Buy Local project	LFC 350	Students performed analyses of strengths, weaknesses, opportunities, and threats of various marketing techniques for the Farm Fresh Buy Local campaign. The students used questionnaires to gain input from other communities regarding successful strategies and investigated how to trademark a logo in Canada.
Centre for Sustainable Food Systems	LFC 350	Students investigated how the UBC Farm could be integrated into the urban development in UBC South Campus in a mutually beneficial and sustainable manner. The students focused on a detailed exploration of waste management.
	LFC 350	Students assessed the Land and Food Systems Orchard Garden, a small-scale urban agricultural resource for the university. Students found a lack of communication between the faculty and students in managing the resource. Their proposed solution was the development of an accessible and sustainable website that would serve as a resource for students, staff and faculty.
Vancouver's District Main	LFC 350	Students assessed how the current barriers to local food distribution could be solved, within the constraints of current transportation capacity and availability.

Community Partner	Course	Project Description
Pemberton Valley: Farmers' Perspectives	LFC 350	Students investigated the potential for and benefits of collaboration between small-scale farmers in the Squamish-Lillooet community.
Lush	LFC 350	Students examined the barriers local residents face in starting their own backyard or patio gardens and how Lush could address these barriers. Students also investigated the strengths and weaknesses of available urban agricultural resources.
Sunshine Coast: Agricultural Advisory Committee	LFS 350	Students presented a literature review of regional composting in BC, focusing on the Sunshine Coast Regional District.
YWCA-Rooftop Garden	LFS 350	Students researched the development of a herb garden for the YWCA, and focused on which herbs and how much of each herb could be used in the YWCA Crabtree Corner Kitchen. Students worked with kitchen staff to adapt their recipes using fresh instead of dried herbs, including showing them how to store fresh herbs.

Reading Week 2010 Projects

Community Partner	Project	Description
Britannia Elementary	Math behind the Olympics	Students partnered with a class of grade 7s from Britannia Elementary to create Olympic-themed activity stations.
David Lloyd George Elementary	Olympic-Themed	UBC students helped elementary students to learn about various aspects of the Olympics and fair play. Students were encouraged to exercise their bodies and minds.
Florence Nightingale Elementary	Olympic-Themed	UBC students implemented an Olympic-themed project through which the Nightingale students learned about fair play, social responsibility, science and technology, and healthy living. The project started with opening ceremonies that featured a torch relay, and ended with a presentation of the flags that students had created.
Franklin Elementary	Olympic-Themed	UBC students ran an Olympic-themed series of events and helped elementary students create a school banner, mascot posters, mini-torches and Canadian flags.
General Gordon Elementary	Forces and Simple Machines	UBC students led grade four and five students at General Gordon Elementary through five different stations that featured a pulley, lever, wheel, inclined plane, and friction. UBC students gave demonstrations and answered questions, and oversaw games and group presentations by the whole

Community Partner	Project	Description
		class.
Hastings Elementary	History of the Olympics	UBC students worked with 160 Grade 6 and 7 students at Hastings Elementary School and ran various Olympic-themed activities. UBC students helped the elementary students learn about the history and evolution of the Olympics.
	Science of Sport	UBC students organized a series of educational and activity stations for the students of Hastings Elementary. The stations focused on topics such as history of the Olympics, the importance of health and nutrition, the physics behind sports, and the science of muscles.
Kerrisdale Elementary	Science of Composting	UBC students worked together with Kerrisdale students to build a food composter for the school. With the help of UBC students, Kerrisdale students performed experiments relating to the science of composting. They also engaged in discussions around reasons for composting and ways to encourage others to use the composter.
Laura Secord Elementary	Substance Misuse Prevention	UBC students mentored Laura Secord students as they researched and created poster board presentations about the negative effects of substance misuse and strategies for preventing substance misuse. At the end of the project, each group delivered their presentation to the class on their chosen topic.
Lord Beaconsfield Elementary	Olympiad of the Arts	UBC students helped Beaconsfield students experience the Olympics through sports stations in the gym, creating Olympic-themed collages, medals, and national flags. The three days wrapped up with a celebration where UBC and Beaconsfield students showed off their projects to the school community.
Macdonald Elementary	TOTEM Science Fair	UBC and Grade 3 to 6 students investigated a number of topics by using the scientific method to develop hands-on activities. The elementary students had an opportunity to improve their numeracy and critical-thinking skills through analyzing the results of their experiments and creating an interactive poster display.
Mt. Pleasant Elementary	Pathway to Sustainability	UBC students worked with Mt Pleasant students to develop projects that showcased their awareness and knowledge of sustainability and the relationship between humans and the environment. Mt. Pleasant students participated in activities such as photography, skits, and science stations. The third day of the project involved a school-wide showcase of what they learned.
Queen Alexandra Elementary	Literacy Fair	UBC students in each class helped the Queen Alexandra students to participate in a range of literacy activities. At the end of the week the school held a school-wide literacy fair where all the students' work was displayed for parents, staff and community members.
Queen Victoria Annex	Science of Sport	UBC students designed 12 interactive stations for elementary students to learn about the science of sport. With the help of UBC students, Queen Victoria students discovered the different muscle types, found and measured their pulses, and recorded personal reaction times.

Community Partner	Project	Description
Quilchena Elementary	The Spirit of the Olympics	UBC students helped facilitate three days of activities for 350 Quilchena students, supporting the elementary students to create their own torches, learn about the many different types of Olympic and Paralympic winter sports, play gym sledge hockey, and learn about teamwork.
Strathcona Elementary	Button Blanket Project	With the help of UBC students, the kindergarten class at Strathcona Elementary worked in groups to create individual button blankets as well as a large button blanket to be displayed in the school. Through this project, Strathcona students increased their knowledge of Aboriginal culture.
	Investigations into Chemistry	UBC students conducted experiments designed to introduce the Strathcona students to the scientific method, and reveal the science behind everyday phenomenon including acid rain damage, apple browning, and magnetism. In a wrap-up quiz show and scavenger hunt, the elementary students were given the opportunity to demonstrate how much they learned from the UBC students.
University Hill Elementary	Making Music: The Elements of Rhythm	UBC students helped University Hill Grade 1 students construct rhythm instruments. Their class gave a guest musical performance at the Closing Ceremonies of the mini-Olympic sports day Reading Week project.
	Mini-Olympics	UBC students helped the children learn about the history of the Olympics and the countries and sports involved. They created colourful flags, medals, and posters about their assigned country. On the third day, the students rotated through six stations representing different Olympic sports.
	Simple Machines and Inventions	With the help of six UBC students, the Grade 5 class at University Hill Elementary helped Hercules lift heavy rocks, rescue faeries from a jar, and have a boat race with Hades using pulleys, levers, wedges, and inclined planes. In the process, they learned how simple machines work and how they help make daily tasks easier.