



University of British Columbia - Community Learning Institute

A proposal to the J.W. McConnell Family Foundation's
National University Based Community Service-Learning Program

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EXECUTIVE SUMMARY

This proposal describes the University of British Columbia's plan for a new model for curricular community service-learning (CSL) that will take place in non-profit organizations in B.C. The proposal is in three sections that describe UBC's prior experience with CSL (the integration of students' volunteer service in the community with classroom learning) and the ways in which that experience provides the foundation for the new model being proposed, the primary features of the model, and details about how the model will be implemented over a five-year period, from April 2006 to March 2011.

UBC's strong commitment to community service-learning is tied to its vision statement and associated strategic plan, called Trek 2010. This vision has three central themes: the development of the qualities of global citizenship among students; the strengthening of civil society; and the advancement of sustainability. UBC's vision is closely aligned with the goals of the J.W. McConnell Family Foundation's funding program for university-based community service-learning.

The model for the advancement of curricular CSL described in this proposal—called the UBC-Community Learning Institute (UBC-CLI)—builds on the very successful model for project-based CSL that UBC has implemented during Reading Week since 2002. The model integrates community service with course work while making allowances for the challenges commonly experienced with curricular CSL. By the end of five years, 5% of UBC's undergraduate students will be involved in curricular CSL in non-profit organizations through the UBC-CLI every year.

UBC will work closely with Volunteer Vancouver, a well-established leader in the voluntary sector, to develop a capacity building program that ensures that all participants in the Institute have the knowledge and skills they need to contribute to and benefit from the UBC-CLI. Volunteer Vancouver will also help form partnerships between community organizations and the university and help identify ideas and plans for community-based projects.

The Institute will offer courses three times a year: February/March (Reading Week); May/June (Spring) and July/August (Summer). The UBC-CLI will bring teams of five to fifteen students to various community settings in B.C. where they will complete projects that meet objectives identified by a non-profit community organization. UBC staff, faculty, graduate students, faculty emeriti, or alumni will lead student teams, with assistance from student leaders. The community projects will link the community organization's mission and specific project objectives with one or more of the three Trek 2010 themes (global citizenship, civil society, or sustainability) and with one or more fields of academic study. Thus, students will work in small groups to engage in service activities that enable students to understand course content within the context of its application to critical community issues. At the same time, community organizations will be able to take advantage of an infusion of significant human resources that will

contribute to their organization's mission and address the community's needs and priorities.

The goals of the UBC-CLI are:

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.

Research and evaluation will be an integral part of the UBC-CLI. There will be three inter-related components to the research and evaluation work undertaken as part of the UBC-CLI: program evaluation of the community projects and the overall model itself; assessment of the short-term and longer-term outcomes for students, the university and community organizations; and investigations of theoretical questions related to CSL as a pedagogy.

Past experience with CSL at UBC indicates that a range of student outcomes is likely to result from participation in the UBC-CLI. These include: increased understanding of community issues; increased clarity about educational and career goals; increased motivation to take action on community issues, both as a volunteer and in one's career; stronger problem-solving, communication and interpersonal skills; increased tolerance for diversity and ambiguity; and changes in attitudes, e.g., towards marginalized people. Similar outcomes are likely to be experienced by those who play roles as project leaders.

It is expected that community organizations will benefit from their participation in the UBC-CLI by having increased human resources available to achieve specific project-related objectives. For some organizations these benefits may only occur in the short-term, but it is hoped that many organizations will become long-time partners in the Institute and will come to see UBC as a vital contributor to the fulfillment of their organizational mission. In addition, successful long-term partnerships could result in innovative and ground-breaking community development practices and/or research findings that result from the integration of academic and community expertise.

The total amount required for the UBC-CLI between April 1, 2006 and March 31, 2011 will be approximately \$2.5 million. UBC will contribute approximately \$1.5 million and the McConnell Family Foundation's contribution will be approximately \$1 million.

The UBC-Community Learning Institute described in this proposal is a unique, innovative approach to the institutionalization of curricular community service-learning. Implementing this approach will enhance student learning, strengthen civil society, promote sustainability, and help to advance the field of CSL.

INTRODUCTION

This proposal describes the University of British Columbia's plan for the advancement of curricular community service-learning (CSL) that will take place in non-profit organizations in BC. UBC is convinced that CSL (i.e., student volunteer work in the community that is integrated into classroom learning) is an effective way to cultivate qualities of global citizenship and social responsibility among students while strengthening civil society and demonstrating the value of university-community partnerships.

UBC's Trek 2010 Vision

UBC's strong commitment to community service-learning is closely tied to its vision statement and associated strategic plan, called *Trek 2010*.¹ UBC's vision states:

The University of British Columbia, aspiring to be one of the world's best universities, will prepare students to become exceptional global citizens, promote the values of a civil and sustainable society, and conduct outstanding research to serve the people of British Columbia, Canada, and the world.

The Trek 2010 plan includes several strategies intended to lead to an expansion of UBC's curricular CSL activities. For example, one goal is to foster a sense of social awareness and global responsibility by encouraging students to become involved in CSL experiences. Another strategy is to review the criteria for promotion and tenure to include greater recognition for faculty members' civic involvement and their community-based scholarship. And most importantly, the Trek vision commits UBC to developing CSL programs, whereby experience in the field will complement academic study or be integrated with academic credit courses, and aim for participation in such programs by at least 10% of our students.²

Achieving these ambitious goals will require increased investment in curricular CSL. UBC is very grateful for the opportunity to form a partnership with the J.W. McConnell Family Foundation in this endeavour. The model for the advancement of curricular CSL described in this proposal—called the UBC-Community Learning Institute (UBC-CLI)—builds on the very successful model for project-based CSL that UBC has implemented during Reading Week since 2002. The model integrates community service with course work while making allowances for the challenges commonly experienced with curricular CSL. By the end of five years, 5% of UBC's undergraduate students will be involved in curricular CSL in non-profit organizations through the UBC-CLI every year. Thus, the model described in this proposal will result in significant progress towards the achievement of the goals associated with UBC's Trek vision.

The Opportunity

This opportunity for UBC to form a partnership with the J.W. McConnell Family Foundation to create the UBC-Community Learning Institute comes at a propitious time. UBC has learned some important lessons over the past six years about how curricular CSL can best be implemented and has made a strong commitment to expand its use of this experiential pedagogy.

¹ See <http://www.trek2000.ubc.ca/GlobalJourney.html>

² UBC's undergraduate student enrollment is approximately 35,500.

With the adoption of the Trek 2010 vision, a variety of strategic initiatives designed to strengthen student learning are being developed at UBC. For example, the Faculty of Arts is re-thinking the structure of undergraduate education and developing a proposal to move towards a method of learning that will enable cohorts of 50 to 200 students to explore the intersection of related disciplines. CSL can be an integral part of this new approach. The faculties of Arts and Science are looking for new ways of creating multi-disciplinary, cross-faculty programs of study. UBC's new Institute for the Scholarship of Teaching and Learning (ISOTL) is establishing incentives and support mechanisms for faculty and graduate students to engage in research regarding innovative teaching methods such as CSL. UBC's Office of Learning Technology (OLT) is supporting academic and other units to use Internet-based technologies (such as blogs, wikis, and e-portfolios) to create reflective learning communities. UBC's Human Resources department has developed a "People Plan" that includes strategies designed to get UBC staff engaged in community activities arising from the Trek vision. The Alumni Association also has a new strategic plan which aims to strengthen UBC's connection with alumni, e.g., by facilitating the engagement of young alumni in volunteer, community-based activities linked to UBC's Trek goals. The new Barber Learning Centre will be a space for dialogue where members of the UBC community can interact with members of the larger community around issues of common concern. UBC's new campus in Kelowna has included a focus on CSL in its academic plan. Since UBC Okanagan is a smaller campus in a community that is close to rural communities, including First Nations communities, CSL collaborations between UBC Vancouver and UBC Okanagan will represent an important opportunity to offer unique CSL learning experiences as well as conduct research comparing different kinds of CSL.

The proposed UBC-Community Learning Institute (UBC-CLI) creates synergies with all of these new UBC initiatives. In addition, many other units at UBC are interested in working with the new UBC-CLI to make connections with community organizations, to develop ideas for community-based projects that link fields of academic study with the Trek themes, and to undertake research regarding CSL processes and outcomes. These units include the School of Community and Regional Planning the Institute for Health Promotion Research, the Human Early Learning Partnership, the Institute for Resources, Environment and Sustainability, the Sustainability Office, Teaching and Academic Growth, and the Equity Office. For information on these UBC units, please see Appendix A.

In addition to being strongly linked to many changes at UBC, the proposed model for advancing CSL is congruent with changes in the non-profit sector. Increasingly, volunteers, especially young volunteers, want to engage in meaningful activity and play leadership roles in their communities.³ Volunteer Vancouver, who will be the primary link to the non-profit sector in the UBC-Community Learning Institute, is responding to these changes by focusing on building organizational capacity in the non-profit sector so that organizations can develop innovative strategies to authentically integrate volunteers into non-profit organizations where they can make important contributions to the organization's mission.

The development of the proposed UBC-CLI will allow UBC and its community partners to take a necessary and significant step—to move from a mainly co-curricular model for CSL to the

³ National Survey on Giving, Volunteering and Participating (2002)
http://www.givingandvolunteering.ca/pdf/reports/understanding_volunteers.pdf

institutionalization of curricular CSL. The proposed institute model is sufficiently different from other approaches to curricular CSL that its comparison with other approaches will help develop uniquely Canadian models for CSL. The UBC-CLI will apply the university's human resources (students, faculty, staff, and alumni), along with its academic knowledge and methods of inquiry to critical social, economic, and ecological problems in communities throughout the province. The Institute will demonstrate how the knowledge and resources of a large, research-intensive university can be efficiently mobilized to work in partnership with diverse communities. These collaborations will contribute to the achievement of the Trek goals—strengthening civil society, developing the qualities of global citizenship, and advancing sustainability—while weaving community engagement throughout the fabric of the university.

The plan for expanding curricular CSL described in this proposal is highly congruent with the J.W. McConnell Family Foundation's broad objectives for its National University-Based Community Service-Learning Program. The UBC-Community Learning Institute is an innovative model that will connect course content and methods of academic inquiry with issues that are of critical importance to communities. This model will strengthen participating community organizations specifically and civil society more generally in both the short-term and the long-term by engaging students in projects that will help non-profit organizations fulfill their missions. It will significantly enhance the learning experience for students and faculty, and offer new learning opportunities for UBC staff, alumni, and community members. The model aims to create long-term commitment to community engagement among young people and will assess the extent to which this aim is achieved as well as determining which features of the model contribute to the development of this commitment. Since a wide range of academic units as well as students, staff and alumni will play key roles in the planning, implementation, and evaluation of the model, it will embed community-based learning within the academic fabric of the university and will strengthen the university's capacity for and commitment to community engagement generally. Finally, by implementing a unique approach to CSL and conducting rigorous research and evaluation regarding its implementation and outcomes, the model will contribute significantly to the development of the CSL field in Canada.

UBC's Experience with CSL

UBC's commitment to CSL has developed over the past six years through the work of senior administration, faculty, and staff in three portfolios: External, Students, and Academic. The Learning Exchange, UBC's community engagement initiative in Vancouver's Downtown Eastside, has acted as a catalyst for CSL collaborations involving the faculties of Arts, Science, the Sauder School of Business, Land and Food Systems, and Applied Science as well as units such as Student Development, Teaching and Academic Growth, the Library, and the Sustainability Office.

As a result of students' eagerness to link their university learning with real-life problems, the number of students in the Learning Exchange Trek (CSL) Program doubled every year in the program's first five years. Last academic year, 800 students took part in volunteer placements and community service projects in 36 community organizations and schools. In the past two years, 20 to 25% of students in the Learning Exchange Trek program integrated their community service with an academic course. Over the past three years, CSL has been incorporated into more than 25 courses. About 20 courses will include a CSL component this academic year.

UBC's initial efforts to introduce CSL were designed to build enthusiasm among students and to have students act as ambassadors in the community. These efforts have been enormously successful. Having built momentum through our focus on co-curricular CSL (i.e., CSL done outside of course work), we believe it is now crucial to direct further growth into curricular CSL (i.e., the integration of CSL into academic course work). This curricular focus will ensure that learning outcomes for students, benefits for communities, and the university's engagement with important community issues will be maximized.

Rationale for Proposed Model

The model for the UBC-Community Learning Institute is based on the lessons learned over the past six years. Since the inception of the Learning Exchange Trek Program, both formal evaluation processes and ongoing reflection about the program's effectiveness have been an integral part of the program. Every year, at the end of the winter term (March/April), students in the Trek Program are asked for their feedback. In the program's first years, telephone interviews were conducted with almost all students. As the number of students in the program has grown, the methods used to elicit feedback have changed to include an on-line survey questionnaire that all students are invited to complete, focus groups with small numbers of students, and telephone interviews with a sample of students (20 to 30 students were interviewed last year). In addition to this annual program evaluation, 80% of students who participate in UBC's Reading Week community service projects complete an evaluation questionnaire on the final day of the immersion experience and 5% participate in focus groups in March/April. Students who engage in community service as part of a course have provided feedback through a variety of means, from short questionnaires to small group discussions.

Non-profit organizations and schools who host student placements and projects give feedback through personal interviews conducted annually by Trek Program staff. These interviews focus on what has worked or not worked in the past year, suggested improvements for the program, and priorities for the coming year.

Many students and community partners have also offered their perspectives informally, e.g., through e-mails, letters, and conversations with staff from the Learning Exchange and other UBC units. These unsolicited observations and insights have also served to inform our understanding of how to implement CSL effectively and efficiently.

Lessons Learned: Student Learning

The evaluation data show that students and community organizations are very enthusiastic about CSL and its benefits. The evaluation suggests that students learn most about themselves and about community issues when the CSL experience has the following elements:

- **Meaningful volunteer work that achieves concrete outcomes**

Students are more satisfied and learn more in settings where they can see that their work "makes a difference" either for individual community members or community organizations. Students benefit least from settings where they do not have clear roles or responsibilities and where they cannot see concrete results that relate directly to community needs or issues.

- **Structured reflection opportunities that connect “real-life” experiences with classroom learning**

Students who keep journals, engage in small group reflection with peers, prepare academic papers or presentations based on their community volunteer work, or engage in 1:1 dialogue with community professionals, faculty, or staff are more likely to say that their CSL experience was transformative, e.g., that their worldview or values have changed or that their educational or career goals have changed. These students are also more likely to report that their CSL experience generated new understandings about how their academic studies relate to community issues. Our experience has shown that students tend not to take advantage of opportunities to engage in structured reflection activities when these are optional components of co-curricular CSL. However, when reflection activities are built into curricular CSL or an immersion experience like UBC’s Reading Week projects, students come to appreciate the value of reflection and are more likely to commit to engaging in reflection as an integral part of the CSL experience.

- **Relationships that challenge students to move beyond their “comfort zone”**

Students who develop significant relationships with student teammates on a project, or with faculty, staff, or community mentors, or with community members who initially are perceived as highly different, tend to report stronger learning outcomes. Working in teams develops students’ communication skills, cross-cultural skills, and their ability to solve problems cooperatively. Encounters with new people, settings, or issues stimulate new insights as well as provoking shifts in attitudes and assumptions. The Learning Exchange offers many opportunities for students to work with people who are at first perceived as “the other”—e.g., people who are poor, mentally ill, homeless, or addicted to drugs or alcohol. It is very common for students to describe the process of going beyond stereotypes to develop trusting, respectful relationships with people they would otherwise not meet as being the most powerful aspect of their CSL experience. Given that the development of these relationships require the bridging of significant differences, it is important that these interactions occur within carefully structured contexts that do not push students too far into unfamiliar territory.

Lessons Learned: Implementing Curricular CSL

The model for the proposed UBC-Community Learning Institute takes into account the following lessons UBC has learned about the logistics of implementing curricular CSL:

- **Engaging Faculty**

Many faculty members express interest in using CSL in their courses but they are hesitant about adopting a new pedagogy that they believe will require them to devote significant additional time to their teaching. The challenge of engaging faculty in CSL is not unique to UBC. Especially in large, research-intensive universities, faculty members feel their teaching loads are already demanding and their efforts to create innovative or especially meaningful learning experiences for students are not recognized by the traditional faculty reward system. In the almost 50 instances where the Learning Exchange has worked with faculty to incorporate CSL, Learning Exchange staff have spent considerable time informing individual faculty members about CSL, encouraging their adoption of CSL, suggesting ways for faculty to adapt their course requirements to enable students to integrate their community work with the course content, making connections with community organizations where students will volunteer, recruiting

students to take part in the CSL option, matching individual students with community placements or projects, facilitating structured reflection sessions with students, and troubleshooting any problems that arise in the community-university interface. The original expectation was that giving a high level of support to faculty would be part of a developmental process that would result in faculty members using less support from Learning Exchange staff as their experience with CSL increased. While the support given to faculty has succeeded in getting CSL integrated into courses, it has not led to faculty adoption of CSL without the continuation of this level of support. It is not financially feasible to significantly expand CSL at UBC using this very personnel-intensive way of encouraging and supporting the engagement of individual faculty members.

▪ **Engaging Community Organizations**

The non-profit organizations that have collaborated with the Learning Exchange are very appreciative of the work students perform. The growth in the number of community partners in the Trek Program from 10 in 1999-2000 to 36 in 2004-2005, the fact that new partners apply to be involved in the Trek Program on their own initiative (rather than UBC having to recruit organizations to host students), and the fact that the Learning Exchange cannot now accommodate all the community organizations that want to be involved, all attest to the value that community organizations place on having students as volunteers. However, most organizations expect that students will fulfill traditional volunteer roles. The CSL model is unfamiliar to most non-profit organizations. While many are enthusiastic about CSL when they learn about it, non-profit organizations tend to find it difficult to envision how to change their volunteer positions to provide strong learning opportunities. In addition, non-profits tend not to have the staff time or expertise to adapt the volunteer environment to accommodate students who come to the organization with explicit learning objectives.

▪ **Course Timing and the Type of Volunteer Activity**

Students who have been involved in curricular CSL at UBC have engaged in two types of volunteer activity: ongoing volunteer placements (e.g., doing two or three hours of volunteer work each week) or project-based volunteer work (e.g., doing a short-term project during Reading Week). Having students in ongoing placements works well for co-curricular CSL where students commit for periods of 6 to 12 months or more, but it has proven challenging to successfully place students in ongoing volunteer roles when their commitment is limited to a four-month, one-term academic course. For example, a typical trajectory for a student in a course is as follows: the student hears about the CSL option in the first week of classes, decides to sign up in the second week, applies on-line to the Trek Program and attends the mandatory orientation session in the second or third week, consults with Trek staff and selects the community organization where he/she wants to volunteer by the fourth week, is interviewed and oriented by the community organization in the fifth or sixth week, and starts volunteering in the seventh week. But by then, the student only has four or five weeks left to volunteer before final exams start. This process is difficult for students who get anxious about the time it takes to secure their placement and feel uncertain about what they will be able to accomplish, how much they will learn, and whether they will be able to demonstrate sufficient learning to get a good grade. The process is also frustrating for organization staff who put time and energy into selecting and orienting volunteers, only to have them leave after a few weeks. It has become clear that trying

to engage students doing curricular CSL in ongoing volunteer placements is neither effective nor efficient.

▪ **The Reading Week Model**

UBC's Learning Exchange and Student Development have been organizing community service projects during Reading Week (in mid-February) since 2002. Teams of five to fifteen students complete a community project under the guidance of project leaders who are UBC staff, faculty, and/or senior students. Project ideas are identified and plans are developed by the organization and UBC working collaboratively in the months leading up to Reading Week. From the student perspective, the Reading Week model consists of a one day (Saturday) orientation prior to Reading Week, three days of immersion in community settings (Monday to Wednesday from 8:30 to 4:30) with each day including service activities and educational and reflection sessions, and a closing reflection session on Thursday (from 9:00 to 1:00).

In both 2004 and 2005, 200 UBC students took part in about 15 projects in Vancouver. About 25% of these students integrated their Reading Week experience into an academic course. The projects ranged from teaching elementary school children about birds, bats and biodiversity to collaborating with people with mental health problems to create an urban garden. Approximately 30 educational sessions taught by community resource people or UBC faculty or staff were organized in both 2004 and 2005. Structured reflection activities such as journal writing and small group discussion are an integral part of the Reading Week experience.

Students say that the Reading Week experience has powerful impacts. In past years students have said, "This was the highlight of my university career." "Now I understand how my courses relate to social issues like poverty and homelessness." And, "I hope some day all the leaders of my country are people who have had this kind of experience." A few weeks ago, when the 200 students who took part in last year's Reading Week projects were invited to apply to be student leaders for this year's projects, 40 students applied within a week. When these students were asked, as part of the selection process, to draw an image describing the characteristics of a student leader in Reading Week, the degree to which students drew and described Reading Week as "the sun" was striking. Students explained their use of this metaphor by saying that the sun, like Reading Week, is a symbol of happiness, it is what brings light to the world, its rays reach everyone and bring warmth to the entire globe.

▪ **Student Leadership**

Experiences with the Learning Exchange Trek Leadership Network (a network of students who lead special projects in community organizations and participate in weekly workshops designed to build their leadership skills) and with students who undertake summer projects in collaboration with community partners (and who receive funding through the Learning Exchange Chapman Awards program) demonstrate that students can effectively play leadership roles in community service projects given appropriate structure and support.

THE MODEL—THE UBC-COMMUNITY LEARNING INSTITUTE

Overview of the Model

The UBC-Community Learning Institute is motivated by the desire to create engaging opportunities for academic, community-based learning by adapting and expanding the successful Reading Week CSL model to enable students to be involved in short-term, immersion, curricular CSL experiences. The Institute will offer courses three times a year: February/March (Reading Week); May/June (Spring) and July/August (Summer).

The UBC-CLI will bring teams of five to fifteen students to various community settings in B.C. where they will complete projects that meet objectives identified by a non-profit community organization while enriching students' understanding of their course work. UBC staff, faculty, graduate students, faculty emeriti, or alumni will lead student teams, with assistance from student leaders. The community projects will link the community organization's mission and specific project objectives with one or more of the three Trek 2010 themes (global citizenship, civil society, and sustainability) and with one or more particular fields of academic study. Thus, students will work in small groups to engage in service activities that enable students to understand course content within the context of its application to critical community issues. At the same time, community organizations will be able to take advantage of an infusion of significant human resources that will contribute to their organization's mission and address the community's needs or priorities.

The infrastructure and operational model that has been developed for UBC's Reading Week projects will be the prototype for the Institute. In an immersion-type experience, the Institute will integrate the three key elements of CSL:

1. Lectures, seminars, or workshops given by faculty and community instructors
2. Meaningful service that meets community needs or goals
3. Structured reflection activities.

Students will receive three credits for their successful participation in a course. Further detail regarding the different operational elements of the Institute is provided in the following section of this proposal.

The model for the UBC-CLI has been developed collaboratively by the three portfolios that are leading the evolution of CSL at UBC: the Vice-Presidents Academic, Students, and External. The core development team for this model is Academic Programs (the Faculties of Arts and Science), Student Affairs (Student Development), and External Affairs (Learning Exchange). The development of the model has benefited from input given by a variety of UBC units who will be involved in the Institute. These UBC units will, for example, help link the Institute with community organizations, help develop projects and courses, and conduct research into CSL. Volunteer Vancouver and other community organizations have also been involved in the development of this proposal. Volunteer Vancouver will play a central role in forging links between the UBC-CLI and non-profit organizations and will help develop ideas for community projects. More importantly, Volunteer Vancouver will work closely with UBC to develop

capacity in both the university and the community to create and sustain the collaborative working relationships that will be the key to the success of the proposed model.

Guiding Principles

As noted in UBC's August 2005 letter of interest to the McConnell Family Foundation, several key principles underlie UBC's efforts to advance curricular CSL:

- **Strategic Focus:** CSL initiatives will link course content and community service projects directly to the three central themes of the Trek 2010 vision: global citizenship, the strengthening of civil society, and sustainability.
- **Student Leadership:** Students will play important leadership roles in the UBC-CLI thus enhancing their growth and learning.
- **Expanded Scope for Community Collaborations:** UBC will expand the geographical and strategic focus of its CSL activities beyond Vancouver's Downtown Eastside and social issues such as poverty and marginalization.
- **Community Development Approach:** The UBC-CLI will use shared goals and mutual interests as touchstones, will rely on participatory decision-making approaches, and will endeavour to educate and empower all participants. Further, the intention will be to engage in projects and partnerships that influence systemic factors that lie at the root of community issues and often prevent their successful resolution.
- **Integration of Research and Evaluation:** The UBC-CLI will be evaluated using a variety of methods. Every individual CSL project will include an evaluation component. Participatory research approaches will be used as much as possible. Further, the program will encourage original research that bridges the theory and practice of CSL, with faculty members providing leadership, and students and community members acting as co-researchers.
- **Dispersed Infrastructure with Integrative Strategic Support:** The UBC-CLI will develop the capacity to do effective CSL in faculties across campus rather than centralizing CSL expertise and resources in one service-learning unit. Some central coordination will be necessary to make sure the Institute and its various courses retain their strategic integrity. The Learning Exchange will fulfill this planning, coordination, and trouble-shooting role, while obtaining support and direction from the UBC-CLI Steering Committee.

Goals of the UBC-Community Learning Institute

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.

Course Structures

All courses will embed a community service-learning project as a core component of the course. Institute courses will take place in three time blocks or terms: February/March (Reading Week); May/June (Spring) and July/August (Summer). Students will spend approximately 39 hours in intensive engagement with their course content and the community service project. This time is equivalent to the time spent in the classroom in a typical three credit undergraduate course. Courses can be scheduled in a number of ways, depending on the requirements of the faculty member(s) teaching the course, and the community organization hosting the project(s). For example, teaching and project work could take place over a two-week period; over several weeks on consecutive Saturdays; or over a series of half-days for several weeks. Or there could be some combination of these schedules. In order to achieve the benefits of immersion in the community setting and the academic subject(s), each segment of time in the teaching/service experience will not be less than three hours. The scheduling of the community projects will be responsive to the needs of particular community organizations and those they serve. For example, in some projects, the need to build rapport with clients might mean that project work is best done over a period of several weeks.

In addition to covering the academic content for the course, each course will include:

- An orientation to the community setting, the host organization, and the strategic focus of the project
- Opportunities for community professionals and resource people to participate in panels, talks, or group discussions
- Structured reflection activities that challenge students to think critically about how their community experiences are related to the course content
- A session that brings closure to the service phase of the course and enables students, faculty, project leaders, and community members to evaluate and reflect on what they have achieved and learned together.

In addition to completing the service project, students will engage in the kind of learning and study typically associated with an academic course (e.g., reading and writing assignments), as well as engaging in individual and/or group reflection activities. Students will be graded by a faculty member on the basis of one or more assignments that are deemed suitable for the course, e.g., a presentation to the community, a research paper, a paper arguing for policy change, a reflective journal, or an e-portfolio.

The instructional aspects of the courses can be organized in a variety of ways. For example, a faculty member may decide to integrate a community project into an existing course and offer the course during one of the Institute terms instead of during the regular academic schedule. Or several faculty members might decide to create an interdisciplinary course that uses community projects as the link between different disciplines. Or many faculty members may participate in a course with a broad theme such as “Issues in Urban Sustainability.” Or small groups of students might identify links between a community project and a field of study and recruit a faculty

member to lead their “student-directed seminar”—an innovative student-led course option available to UBC students.

Especially in the early stages of the development of the UBC-CLI, courses will take advantage of existing curricular structures and mechanisms. Pilot courses that do not require Senate approval will be developed and assessed. Proposals to establish new courses will be developed and submitted for Senate approval as necessary.

Community Projects

The infrastructure for project planning and implementation described here is based on the current Reading Week model. Some aspects of this model, especially the role of student leaders, will need to be adapted given the different requirements of curricular CSL compared to co-curricular CSL. The details of project implementation will be further developed by the various academic units who will be involved in the Institute as part of the initial planning phase of the Institute.

Project ideas will be identified and project plans will be developed by individual non-profit organizations and UBC working collaboratively, with support from Volunteer Vancouver. In these projects, students will provide human resources and take part in a variety of activities that can be construed broadly as service. In addition, there will be projects where the student “service” will either consist of community-based research or will be complemented by such research. As with the design of courses, the aim will be to allow as much flexibility as possible while following the guiding principles that provide the framework for the UBC-CLI, e.g., a strategic focus on projects that relate to the three Trek themes. In the early stages of the evolution of the UBC-CLI, projects will be undertaken in collaboration with non-profit organizations that already have links to individual faculty members or with UBC units such as the Learning Exchange, the Institute for Health Promotion Research, or the Institute for Resources, Environment, and Sustainability. Volunteer Vancouver will play a key role in strengthening these existing relationships as well as identifying new non-profit organizations that can host projects designed to provide strong learning opportunities for students. As the UBC-CLI matures, sustained relationships between non-profit organizations and separate faculties and departments will develop, and these partnerships will increasingly function without needing coordination or support from units such as the Learning Exchange and Volunteer Vancouver.

Each project team will have five to 15 student participants. Depending on the project, some teams may also include community members who will work and learn alongside the UBC students. Each community service project will be led by a UBC staff, faculty member, faculty emeritus, graduate student, or alumnus, working closely with a liaison person from the community organization. Project leaders will help plan the projects, build partnerships with community organizations, lead project implementation activities, lead reflection activities, and mentor students.

Each project will also have from one to three student leaders, depending on the number of student volunteers and the nature of the project. The student leaders will assist project leaders in the planning, implementation, and evaluation of individual projects, and act as mentors and role models for other students. Student leaders will also help lead reflection activities. These leaders will be senior undergraduate students or graduate students. In the current Reading Week model,

student leaders, like most student participants, are volunteers. In the Institute model, student participants will be getting credit for taking the course that incorporates the community project. In order for student leaders to be treated equitably, it will be necessary to develop ways to recognize student leaders' contributions. There are a number of ways this could be done, e.g., by including leadership in an Institute course as part of the training and certification given to graduate student Teaching Assistants by Teaching and Academic Growth (TAG), by engaging graduate students in professional schools such as the School of Community and Regional Planning or the School of Social Work as part of a course in community development, or by enabling students to combine their participation as an Institute leader with focused reading in an individualized directed studies course or a student-directed seminar. Strategies for recruiting, supporting, and recognizing student leaders will be developed in the initial planning phase of the UBC-CLI.

As the number of projects and students increases, graduate Teaching Assistants (TAs) will be hired to provide assistance and logistical support to a small number of projects (typically five). These projects will be grouped according to geographic location, project activity, or theme. TAs will help project leaders plan and implement their specific projects, help instructors with their educational sessions, organize logistical details for projects (e.g., bringing tools and supplies to sites where groups are doing urban agriculture projects), and help resolve any unforeseen problems that arise during the project work. In addition, after the projects are complete, the TAs will play more traditional roles such as leading group reflection sessions and grading student assignments.

As the UBC-CLI develops, different faculties will organize their own projects with support from units such as Volunteer Vancouver, the Learning Exchange, and Student Development. As much as possible, the aim will be for projects to occur within sustained partnerships between UBC and non-profit organizations so that cumulative benefits can build over time. For example, one organization might do three projects per year, one in each term, so that these projects can build on each other to achieve the organization's strategic objectives for that year. This way the UBC-CLI will, over time, create significant and lasting benefit to communities.

Examples of UBC-CLI Courses

The following two hypothetical scenarios illustrate how the UBC-CLI will work. The first describes an interdisciplinary course in Arts done in partnership with one community organization. The second describes five projects involving students from various Science disciplines. Each interdisciplinary student team would engage with a different non-profit organization, but the projects involve similar activities.

Faculty of Arts

This example outlines an interdisciplinary Arts course that would involve 100 second-year students studying three disciplines: Women's Studies, Political Science, and Sociology. The course would be taught by three faculty members, one from each discipline. The students would complete a variety of projects designed to advance a YWCA youth mentoring initiative whose goals are to promote girls' self-esteem, foster mutual respect between girls and boys, and encourage youth to assume responsibility for social and community issues. Different projects would emphasize one of the disciplines being studied. The projects would be completed over

five consecutive Saturdays and would take place in four locations: the city of Vancouver and three suburbs: Surrey, Burnaby, and Richmond. There would be four groups of students focusing on each disciplinary theme, one in each location.

The course content would include lectures, seminars, and readings on topics such as: the representation of women and teenage girls in the media; changing roles of women in different cultural groups; gender and power; peer group dynamics; gender, class and identity; social inclusion and exclusion; Canadian immigration policy and demographic change; social welfare policy and the role of non-profits in social integration.

The following table outlines the projects that each group of students would undertake. After the specific project activities, the students would engage in interdisciplinary dialogue about their project work and their reflections on community issues. All groups would present a summary of their work to the YWCA and the teens with whom they worked.

Student Teams	Projects and Learning Activities
Women's Studies Focus (4 groups of 10 students)	<ul style="list-style-type: none"> • Participate in one-to-one mentoring sessions with teenage girls • Facilitate a series of group mentoring sessions/activities • Make recommendations for YWCA program development
Sociology Focus (4 groups of 5 students)	<ul style="list-style-type: none"> • Lead group discussions and activities with teens that explore peer group pressures, identity, social inclusion/exclusion • Based on the discussions, design a questionnaire relevant to teen issues; administer survey to teens in YWCA programs • Analyze survey results; compare/contrast different geographic areas • Make recommendations for YWCA program development
Political Science Focus (4 groups of 10 students)	<ul style="list-style-type: none"> • Analyze demographic and economic data for each area • Review current social policies and programs in each area as they affect teenage girls • Facilitate a one-day youth forum that educates youth about political issues and elicits their opinions about community issues • Provide a macro-level analysis of observations and recommendations for community action.

Faculty of Science

This example outlines a Faculty of Science interdisciplinary course that would involve 50 third and fourth-year students, working in five teams of ten students each. Each team would have two students from the following disciplines: Chemistry, Botany, Earth and Ocean Sciences, Zoology, and Microbiology. The students would undertake community projects hosted by five non-profit organizations: the Stanley Park Ecology Society; UBC Farm; Trout Lake Neighbourhood Association; Jericho Park Stewardship Society, and the Pacific Streamkeepers Federation. The students would collect data to evaluate the status of a diversity of ecosystems throughout the Greater Vancouver Regional District, and would provide policy or action recommendations designed to contribute to sustainable urban planning and biodiversity conservation. The students would also help restore urban habitats.

All students would attend the same lectures and seminars with themes such as Urban Ecology; Nature, Environment, and Society; Conservation Policy; Aqueous Environmental Chemistry; Ecological Methodology; Fish Conservation and Management; Biogeography and Global Change; Conservation Biology; and Geographical Information Systems. This course work would be combined with fieldwork specific to each project (i.e., data collection and habitat restoration). The students' work would be supported by a web-based resource database created by the UBC Library and the Sustainability Office specifically for this course. After the project work is complete, the entire student group would come together to share each teams' findings, make links between the groups' observations, and take a holistic, ecosystem-approach to their understanding and assessment of the status of the areas studied. The table below shows the activities that would be done by each team.

Student Teams & Community Organizations	Projects and Learning Activities
Stanley Park Ecology Society	<ul style="list-style-type: none"> • Monitoring the eutrophication level of Beaver Lake • Undertaking dwarf mistletoe research (genetics, control/treatment) • Identifying and mapping habitat for species-at-risk • Carrying-out habitat enhancement activities (e.g., removal of invasive species)
UBC Farm	<ul style="list-style-type: none"> • Monitoring nutrient and energy flows • Identifying and mapping habitat for species-at-risk • Assessing biodiversity (e.g., diversity and abundance of pollinator species) • Carrying-out general habitat enhancement activities
Trout Lake Neighbourhood Association	<ul style="list-style-type: none"> • Identifying and mapping habitat for species-at-risk • Holding workshops for neighbourhood youth about at-risk species • Carrying-out habitat enhancement activities
Jericho Park Stewardship Society	<ul style="list-style-type: none"> • Undertaking a plant survey and mapping ivy and other invasive species (e.g., blackberry, knotweed) • Habitat assessment • Creating educational material for park visitors
Pacific Streamkeepers Federation	<ul style="list-style-type: none"> • Monitoring water quality (e.g., turbidity) • Assessing stream habitat (e.g., stream discharge test) • Undertaking stream invertebrate surveys (e.g., species identification) • Carrying-out general habitat enhancement (e.g., streamside planting)

IMPLEMENTING THE MODEL

This section of the proposal describes various operational aspects of the UBC-CLI, including the governance structure, capacity-building activities, plans for research and evaluation, the project timeline, and a summary of the budget.

Governance

The UBC-CLI will be overseen by a steering committee consisting of UBC's Associate Vice-President, Academic Programs (who will chair the committee), the Dean of Arts, the Dean of Science, the Director of the Learning Exchange, the Director of Student Development, the Executive Director of Volunteer Vancouver, and the President or Vice-President, Academic of the Alma Mater Society (AMS) (UBC's student government). This steering committee will provide policy and strategic direction to the UBC-CLI. A key member of the steering committee will be charged with overseeing the operational planning, implementation, and evaluation of the UBC-CLI and being the primary link between the steering committee and the UBC-CLI management team. Additional committees or working groups made up of faculty, students, and staff from UBC and community organizations will be formed, as needed, to provide direction and support in relation to specific aspects of the UBC-CLI. The decision-making structures for the UBC-CLI will include representatives from faculty, staff, students and community organizations, and will use collaborative decision-making processes as much as possible, in keeping with the community development approach that underlies the model.

The UBC-CLI will have a management team consisting of a full-time manager, program coordinators, and a Volunteer Vancouver program coordinator. The number of personnel on the staff team will increase commensurate with increased participation in the UBC-CLI. The program coordinators will be associated with one or more specific faculties and will liaise closely with administrators and faculty members with respect to issues such as curriculum development.

The form and structure of UBC Okanagan's participation in the UBC-CLI will be determined in 2006-2007. With UBC Okanagan's successful opening in September of this year, attention can now turn to questions such as how to implement CSL at UBC Okanagan in ways that are appropriate to the local community and institutional context. UBC Vancouver will provide expertise and advice to UBC Okanagan as their strategic planning for CSL develops. Since much remains unknown about how CSL will develop at UBC Okanagan, the proposed budget for the UBC-CLI does not include funding for CSL at UBC Okanagan. Additional funds will need to be committed and/or raised to support CSL at UBC Okanagan.

Building Capacity

UBC will work closely with Volunteer Vancouver to ensure that everyone participating in the UBC-CLI will have the knowledge and skills they need to benefit from and contribute to the Institute. Volunteer Vancouver has been promoting volunteerism and strengthening the voluntary sector since 1943. It maintains an online volunteer database of over 1,000 volunteer opportunities and 3,500 resource library materials. Eleven Volunteer Vancouver staff provides several programs and services, including customized training workshops on board development, project management, and volunteer programs.

Volunteer Vancouver will work closely with UBC units such as the Learning Exchange, Teaching and Academic Growth (TAG), Student Development, the Library, Office of Learning Technology, Equity Office, and Campus Sustainability to develop training modules that cover topics such as the following:

- Creating and sustaining university-community partnerships
- Community development principles and practices
- Cross-cultural competencies
- Teamwork
- Technological resources that aid project planning and implementation
- Leading structured reflection activities
- Encounters with “the other”
- Project planning and implementation
- Program evaluation
- Fund-raising for projects.

Some aspects of the capacity building program will be offered to all participants in the UBC-CLI, while others will be specific to particular groups. Different UBC units will take the lead on different aspects of the program, e.g., TAG will facilitate instructional workshops for faculty and teaching assistants.

People who play leadership roles in the UBC-CLI (UBC staff and alumni, senior undergraduate students, graduate students, community leaders, and current or retired faculty members) will be invited to participate in leadership network(s) designed to develop their capacities as leaders. These networks will take a variety of forms and focus on different types of topics. For example, some will focus on completing projects successfully; others will encourage on-line reflection about the links between community issues and academic disciplines; others might allow faculty members doing research to discuss their observations and questions about theoretical aspects of CSL. The networks will be both directly interpersonal, i.e., based in face-to-face relationships, and virtual, i.e., using technology to connect people and ideas.

Capacity for successful participation in the UBC-CLI will also be built through monetary awards that will be available to students who want to undertake special community projects in partnership with a community organization, faculty members who want to undertake research related to CSL, and community organizations that need financial support to pay for project expenses. The specific criteria and procedures related to these awards will be determined in the initial planning phase of the Institute.

Research and Evaluation

Research and evaluation will be an integral part of the UBC-CLI. There will be three inter-related components to the research and evaluation work undertaken as part of the UBC-CLI: program evaluation of the community projects and the overall model itself; assessment of the short-term and longer-term outcomes for students, the university and community organizations; and investigations of theoretical questions related to CSL as a pedagogy. The research and evaluation components of the Institute will use participatory research approaches as much as

possible and will use both quantitative and qualitative methods. Dissemination of research and evaluation findings will be a primary focus in the closing year of the project.

In the first months of the project, a working group will be formed to guide the research and evaluation activities associated with the project. This group will consist of UBC's Director of Planning and Institutional Research, the Director of UBC's Institute for the Scholarship of Teaching and Learning, the Director of Assessment in Student Services, the Director of the Learning Exchange, and others as determined by the steering committee.

Program Evaluation

Past evaluations of the Learning Exchange Trek Program will provide a starting point for designing the program evaluation methods and instruments for the UBC-CLI. Individual projects will be evaluated, with the focus being first, on the extent to which the community organization's objectives for the project were met, and second, the extent to which community organizations, students and faculty members were satisfied with their experiences. These formative evaluation data will be collected for each project and will be used to provide direction on how to continually improve both the quality of the experience for all participants and the efficiency of the operations of the Institute.

At the end of each Institute term, students will complete short survey questionnaires and community organization representatives will take part in interviews or focus groups. Standard university course evaluations completed by students will also provide useful data about students' assessment of their experience. Samples of students will also take part in telephone interviews at the end of their participation in the Institute. In addition, the reflection that students engage in as part of their coursework will provide supplementary data about the quality of students' experiences and will help identify areas where the model needs improvement.

The formative data regarding the operational aspects of the Institute will be integrated with data regarding outcomes as these data become available. These complementary sets of data will enable an evaluation of the extent to which the overall goals of the UBC-CLI are being met.

Outcomes Assessment

In addition to determining what is working or not working in the implementation of the Institute and eliciting input on student, faculty, and community satisfaction with the CSL experience, the evaluation of the UBC-CLI will assess learning outcomes for students involved in the UBC-CLI. Outcomes for community organizations will also be assessed as part of the periodic evaluation interviews with community partners. While it is methodologically difficult to quantify changes in communities and attribute changes to causal factors, the question of whether and how the application of the university's resources has affected community issues will be considered. The conceptual framework for this aspect of the UBC-CLI evaluation will be developed in the first six months of the project. Intended learning outcomes will be clearly identified, including outcomes related to the kinds of "global citizenship" abilities, attitudes and behaviours that CSL is intended to affect such as civic engagement, appreciation for diversity, ability to critically analyze social policies and structures, and ability to work collaboratively with others. In addition, the question of how participation in CSL affects the mastery of course material will also be a focus of investigation. Methods to assess these learning outcomes both quantitatively and

qualitatively over the course of the five-year project and beyond will be designed. This will require the framework to include methods that incorporate pre and post-testing on crucial dimensions of student learning, as well as cross-group comparisons, e.g., to examine differences by faculty, type of project, or type of reflection activities undertaken.

As much as possible, this aspect of the evaluation will take advantage of work already being done at UBC. For example, for the past ten years, UBC has been one of several universities in British Columbia to examine long-term outcomes for graduates through the University Presidents' Council survey of graduates, a survey that is done two and five years after graduation. The interviews elicit information on satisfaction with education, employment and financial status, and further educational pursuits. This survey can provide baseline and comparative data over time on some outcomes that may show variation for students who engage in the UBC-CLI. Further, there is strong potential to add questions to this survey that will enable direct assessment of long-term outcomes related to CSL. It will also likely be possible to align longitudinal data collection on CSL outcomes with UBC's new efforts to maintain closer contact with recent alumni.

For the past several years UBC has been participating in the National Survey on Student Engagement (NSSE), a survey used extensively in U.S. universities. This survey provides measures on several benchmarks, e.g., the degree of academic challenge, opportunity for active and collaborative learning, and whether the campus environment is a supportive one. The survey includes questions such as, "In the past year, did you take part in a community-based project (e.g., service learning) as part of a course?" The methodology allows comparative analysis of responses by different groups of students, e.g., living on-campus or off; faculty and year of study; and gender. While the samples of some sub-groups are small, and there are other methodological limitations with NSSE, the survey can be used as one of several sources of triangulated data. UBC will work with the Canadian Association for Community Service-Learning as well as individual Canadian universities to determine the potential for a Canadian survey that reflects the Canadian post-secondary context and provides a rigorous assessment of student perspectives on the effects of CSL.

Research into Theoretical Aspects of CSL

There are many questions related to CSL as a pedagogy that warrant investigation. Some theoretical research has been done at UBC in the past few years. For example, a small number of graduate theses have explored different aspects of CSL. A research collaboration funded by UBC's Institute for the Scholarship of Teaching and Learning (ISOTL) is enabling the investigation of student outcomes in two different courses with a CSL component. The UBC-CLI will offer a fertile environment for the advancement of research into CSL, as student participants will be in intact cohorts in settings where some variables are both constrained and different for different groups (e.g., there will be differences by type of project and type of community setting), thus providing opportunities for cross-group comparisons as well as easy access to respondents. In addition to doing group comparisons within the UBC-CLI, it will be possible to compare students in the UBC-CLI with students who are involved in other types of community-based education such as professional practica or internships, co-op placements, or international service.

The project budget includes provision for small monetary awards that will be given to faculty members to build their capacity to do research related to CSL so they can obtain support from the national granting councils (e.g., SSHRC, NSERC, or CIHR) for their research project or program. The UBC-CLI grants will be awarded to faculty members who have taken part in the UBC-CLI in exemplary ways and who submit applications for small grants to enable them to develop CSL research ideas and/or capacity.

Outcomes

Past experience with CSL at UBC indicates that a range of student outcomes is likely to result from participation in the UBC-CLI. These include: increased understanding of community issues; increased clarity about educational and career goals; increased motivation to take action on community issues, both as a volunteer and in one's career; stronger problem-solving, communication and interpersonal skills; increased tolerance for diversity and ambiguity; and changes in attitudes, e.g., towards marginalized people. Similar outcomes are likely to be experienced by those who play roles as project leaders.

It is expected that community organizations will benefit from their participation in the UBC-CLI by having increased human resources available to achieve specific project-related objectives. For some organizations these benefits may only occur in the short-term, but it is hoped that many organizations will become long-time partners in the Institute and will come to see UBC as a vital contributor to the fulfillment of their organizational mission. In addition, successful long-term partnerships could result in innovative and ground-breaking community development practices and/or research findings that result from the integration of academic and community expertise.

The research and evaluation undertaken through the UBC-CLI will contribute to knowledge about CSL, especially curricular CSL undertaken in the Canadian context. The program evaluation will allow a comprehensive assessment of the strengths and weaknesses of the proposed model, which is an innovative approach to curricular CSL. The research on outcomes will help shed light on what short-term and long-term goals the model can achieve and what conditions in the learning and service environment contribute to those results. Further, the theoretical research undertaken by faculty and graduate students will contribute to the advancement of the CSL field as well as the more general discourse on university-community engagement.

Beyond these tangible outcomes, it is hoped that the UBC-CLI will achieve outcomes that are equally important, but more difficult to monitor or quantify. For example, graduate students who take part in Institute activities will perhaps be more likely to use CSL in their own academic teaching if they join the professoriate upon graduation and/or they may be more likely to use community-based research approaches in their chosen field of study. Community organizations may come to understand their purposes and operations in new ways and develop programs and action strategies that more effectively address critical community issues. Ideally, UBC's commitment to the themes that underpin the Trek vision will strengthen and extend to new domains of activity. Through subtle processes of dispersion plus through more direct replication of the Community Learning Institute model by other educational institutions, it is hoped that the model proposed here will provide inspiration to post-secondary institutions provincially, nationally, and internationally.

Through its active membership in the Canadian Association for Community Service-Learning (CACSL), and through participation in provincial, regional, and international networks of educational institutions and community organizations interested in CSL, UBC will make every effort to disseminate the lessons learned through the development of the UBC-CLI, so that its beneficial impacts can be maximized.

Feasibility

The proposed UBC-CLI will build on the success of a model that has become well-known and highly regarded at UBC over the past several years while addressing common challenges in CSL such as faculty recruitment. The proposed model responds to students' demonstrated enthusiasm for immersion-type, project-based CSL. Its implementation will benefit from existing strong relationships between community organizations and various UBC units. The UBC-CLI will also benefit from the shared commitment to CSL that exists among the various on-campus units who have been involved in past Reading Week projects and who have participated in the development of this proposal.

The model takes advantage of the knowledge and skills of staff from the Learning Exchange and Student Development who have already planned, implemented, and evaluated Reading Week projects involving large numbers of students. These staff will train and mentor other staff and faculty as the model develops, so that this expertise becomes embedded in the faculties. Several material resources will help in this regard: student recruitment methods and materials have already been developed and their effectiveness proven; templates for leader development workshops, student orientation sessions, and reflection sessions have been created, tested, and refined; and comprehensive manuals for community leaders, project leaders and student leaders have been developed.⁴ Having managed exponential growth in the Learning Exchange Trek Program and the Reading Week projects over the past few years, UBC is confident that the UBC-CLI model and its incremental growth over time can be successfully operationalized.

The Dean of Science and the Dean of Arts (UBC's two largest faculties comprising 75% of UBC's undergraduate students) are supportive of the proposed model because it fits with emerging plans for improving student learning at UBC while adapting to the realities of faculty members' limited ability to take on additional work. Faculty members who have been consulted about the proposed model have been very enthusiastic. The model allows for various levels of faculty engagement, from giving a small number of "guest" lectures, to teaching all of the educational aspects associated with a course, to doing this plus working alongside students in the service project and taking part in reflection activities. For some faculty, this model is appealing because it will allow them to offer their courses in a concentrated block of time, thus allowing them to organize their research activities in a less fragmented way. The model is significantly different from other models for curricular CSL in that it does not expect faculty to develop relationships with community organizations, design service placements or projects, or necessarily lead reflection activities since student leaders and TAs will be trained to do this. An important consideration for faculty is that, since projects will be planned by UBC-CLI staff and community organizations well in advance, there will be time to apply for and receive ethical

⁴ See www.learningexchange.ubc.ca/reading/resourematerials.html

reviews of projects that include a research component. The short time frame for one-term courses and the time required to obtain ethical review has been a stumbling block with curricular CSL in the past.

We anticipate having no difficulty recruiting project leaders. Staff who have played roles as project leaders during Reading Week say it is not only an effective approach to professional development, but it opens up new opportunities to engage in meaningful interactions with students. The goal of recruiting alumni as project leaders will be congruent with Alumni Association efforts to engage alumni, especially young alumni, in volunteer work that supports the Trek vision. In addition, a recently retired faculty member who was involved in the development of the Learning Exchange has volunteered to organize retired faculty to act as project leaders. With the large number of faculty members who have recently retired or are due to retire over the next few years, this represents a significant pool of expertise. Since two of the three Institute terms occur in the summer, staff and alumni who are unable to get release time from their employers will be able to engage in the UBC-CLI during their vacation time if they choose.⁵

Having two of the Institute terms take place during the summer is not likely to have negative impacts on students' summer employment. About half of UBC's students do not need to work full-time during the summer. For those who do, the variation in scheduling of courses/projects with some being done over consecutive Saturdays or particular half-day blocks will give students maximal opportunity to find courses that fit with work schedules. Experience with high enrollment in spring and summer courses done in concentrated blocks, such as the sustainability field schools that have been piloted over the last two or three years at UBC, demonstrates that students are interested and available to do course work during the spring and summer. Undertaking project work that can be done outdoors in good weather and combining this with credit courses could be particularly appealing to students.

Community organizations that have been involved with UBC in the development of CSL are very enthusiastic about the Institute model. (Letters of support are presented in Appendix B). In addition to building on existing relationships, the projected growth of the UBC-CLI will require the cultivation of new relationships and new conceptions about the ways that universities and non-profit organizations can work together to achieve shared goals. The capacity building program that will be developed as part of the UBC-CLI will be crucial to the building of these new possibilities. While the projected number of projects to be done (see Appendix C) may seem daunting, it is likely that some organizations will host more than one project at a time, and very likely that the same organizations will host numerous projects over the course of ensuing years and that these will become integrated into the organizations' strategic plans.

Timeline Summary

The UBC-CLI will be developed over a five-year period, from April 1, 2006 to March 31, 2011. The first five months (April 1, 2006 to August 31, 2006) will be a planning phase. The priority activities during this time will include developing the detailed program plan, building relationships with non-profit organizations, developing the capacity building program, building

⁵ Some Reading Week leaders have done this in the past.

support for the UBC-CLI among faculty members, planning for the first year's projects and courses, and designing the research and evaluation framework for the UBC-CLI.

The first implementation year of the project will be in the 2006-2007 academic year. In this and subsequent years, the annual rhythm of the UBC-CLI will be as follows:

September to December:

- Developing project ideas and their links to course work for the three Institute terms in the academic year
- Planning projects/courses for Reading Week
- Recruiting faculty members
- Recruiting project and student leaders
- Implementing capacity building program(s) for Reading Week
- Recruiting students for Reading Week courses
- Reflecting on evaluation data from the previous year and adapting the model as necessary.

January to March:

- Implementing Reading Week courses (February and March)
- Evaluating Reading Week term
- Planning projects/courses for Spring term
- Recruiting faculty for Spring term
- Recruiting project and student leaders for Spring term
- Implementing capacity building program(s) for Spring term
- Recruiting students for Spring term

April to June:

- Implementing Spring courses (May and June)
- Evaluating Spring term
- Planning projects/courses for Summer term
- Recruiting faculty for Summer term
- Recruiting project and student leaders for Summer term
- Implementing capacity building program(s) for Summer term
- Recruiting students for Summer term

July to August:

- Implementing Summer courses (July and August)
- Evaluating Summer term.

The final seven months of the project (September 1, 2010 to March 31, 2011) will be devoted primarily to the compilation and analysis of the evaluation data, report writing, and dissemination of results. During this time, if the Institute has proven to be as successful as expected, the UBC-CLI will become an ongoing feature of the academic landscape at UBC and any transitions to new structures or procedures made necessary by the shift to sustaining funding separate from the McConnell Foundation funding will be accomplished.

The number of students involved in the UBC-CLI will increase gradually over time. The following table summarizes student participation over the course of the project.

Year	Students per Term	Total Number of Students	% of UBC undergraduates
2006-2007	150	450	1.3
2007-2008	250	750	2.1
2008-2009	400	1200	3.4
2009-2010	600	1800	5
Total		4,200	

For more detail regarding the number of student participants per year, number of projects per term, and priority tasks to be achieved in each time segment of each year, please see the detailed timeline and implementation plan in Appendix C

Budget Summary

The total amount required for the UBC-CLI between April 1, 2006 and March 31, 2011 will be approximately \$2.5 million. UBC will contribute approximately \$1.5 million and the McConnell Family Foundation's contribution will be approximately \$1 million. For detailed information about the estimated annual budgets and the specific amounts to be contributed by UBC and the McConnell Family Foundation, please see Appendix D. The budget has been designed so that funds from the McConnell Family Foundation and the reallocation of existing UBC funding will enable the project to be established quickly, with existing or new funds from UBC becoming proportionately more significant over time.

UBC's financial contribution will come from the reallocation of existing resources and fund-raising activities to secure support for the UBC-CLI over the next five years and beyond. In addition to the financial resources that UBC will contribute, a significant amount of support will be contributed in-kind. The following in-kind contributions are not included in the budget estimates in Appendix D.

- Portions of salaries for faculty or staff who will be involved in leadership roles, e.g., on the steering committee and working groups
- Portions of salaries of faculty members who will teach courses
- Portions of salaries of UBC staff project leaders who are given release time by their supervisors
- Portions of salaries for faculty and staff in units that develop resources such as instructional modules for the capacity-building program, on-line leadership networks, or web-based and other course materials
- Portions of salaries for faculty and staff in units that contribute in other ways such as helping to develop project ideas or form partnerships with community organizations
- Course administration overhead costs, e.g., course registration
- Development of ongoing administrative systems for tracking student applications and participation, once the transition from the Learning Exchange on-line application and database is achieved (during year 1). (Development of new web-based resources for the UBC-CLI is included in the budget.)
- Overhead for UBC-CLI staff, including office space, Internet and phone access, etc.

Sustainability

UBC will build the growth and long-term viability of the UBC-CLI by ensuring that it is developed in cost-effective ways, by dedicating existing university resources to curricular CSL, and by securing new funding from a variety of sources. UBC will continue cultivating interest in CSL among private donors, including private individuals, foundations, and corporations, with a proactive CSL funding campaign to be launched in January 2008. In addition, UBC will actively participate in the efforts of CACSL and its members to advocate for federal government funding to support CSL across Canada. UBC will also advocate for provincial government support of CSL in post-secondary institutions in B.C. It is expected that the support being given to curricular CSL in Canadian universities by the J.W. McConnell Family Foundation will lead to substantial growth in CSL in Canada and increased awareness of the benefits of CSL in both the private and public sectors. As demonstrable results emerge from the activities outlined in this proposal, we are confident that, as new sources of funding are required, they will be secured.

CONCLUSION

The UBC-Community Learning Institute described in this proposal is a unique, innovative approach to the institutionalization of curricular community service-learning in a large, research-intensive Canadian university. By the end of the five-year term of McConnell Family Foundation support, the UBC-CLI will be engaging 5% of UBC's undergraduate student population in curricular CSL in non-profit organizations. It is expected that a similar model for curricular CSL that brings students into public schools will be developed and funded separately. In addition, some faculty members will incorporate CSL in programs or courses outside the UBC-CLI. Combined, these initiatives will achieve the Trek 2010 goal of engaging 10% of UBC's students in new CSL programs.

The UBC-CLI will help achieve the Trek target for the number of student participants in CSL. More importantly, it will bring about substantive qualitative changes in the way students are educated at UBC, as well as developing new strategic partnerships between the university and a variety of community organizations. People from all sectors of the university community—students, faculty, staff, emeriti faculty, and alumni—will be mobilized to engage with community members and take action on important community issues. UBC's considerable strengths as a knowledge producer will be applied to social, ecological, and economic issues so that new strategies for change can be identified and implemented. Individual students will become knowledgeable about and motivated to engage with community issues. Community organizations will be strengthened. In these ways, the UBC-CLI will help attain both UBC's Trek goals and the McConnell Family Foundation's goals.

UBC will disseminate the results of the UBC-CLI in a number of ways. Reports and articles will be written as the model evolves and lessons that can benefit other institutions and communities are learned. These will be disseminated through scholarly articles, conference presentations, articles in popular media, news items on the UBC website, student presentations, Internet learning communities, and community forums. In addition, summary reports and articles will be published and disseminated at the end of the five-year McConnell-funded project. UBC will continue to play an active role in CACSL and will contribute to efforts to build CSL capacity among universities and communities across Canada. UBC and Volunteer Vancouver will

enthusiastically participate in dialogues about CSL with other universities and community organizations funded through the McConnell Family Foundation's University-Based Community Service-Learning program. In all of UBC's dissemination activities, the support of the J.W. McConnell Family Foundation will be gratefully acknowledged.

UBC looks forward to joining with the J.W. McConnell Family Foundation in the fulfillment of its purpose of using CSL as a way to engage young people in their communities while transforming academic learning and building new relationships between the academy and civil society.

Appendix A: Description of UBC units

The following UBC units are positioned to both support and benefit from the activities of the UBC Community-Learning Institute (CLI).

Centre for Teaching and Academic Growth (TAG)

TAG's mission is to foster quality teaching and learning across the University. TAG will play a lead role in providing instructional resources and support to faculty members and graduate Teaching Assistants involved in community service-learning initiatives across campus. In addition, TAG, the UBC-CLI, and UBC's Office of Learning Technology (see below) will jointly explore how technology might promote the enhancement of teaching/learning practices in relation to community-service learning. (e.g., How might e-portfolio's, online community forums, and e-journals support teaching/learning through the UBC-CLI).

<http://www.tag.ubc.ca/>

Institute for the Scholarship of Teaching and Learning (ISOTL)

ISOTL, the only research institute of its kind in North America, falls within UBC's Centre for Teaching and Academic Growth. Its principal functions are to support research and reflection into effective teaching and learning strategies within higher education and to share research findings in ways that improve practices at UBC and beyond. ISOTL will work with the UBC-CLI to create and support opportunities for faculty, students, post-doctoral fellows and community members to engage in research around community-service learning as a pedagogical model. ISOTL and the UBC-CLI will work together and with other UBC units to: create thesis opportunities; develop grant submissions; publish and disseminate research; develop working/discussion papers for dissemination and discussion across UBC; and form interdisciplinary research teams.

<http://www.tag.ubc.ca/about/institute/ISoTL.php>

Office of Learning Technology (OLT)

The OLT will work with the UBC-CLI to identify ways to enhance learning and teaching in community-service learning through the use of technology. As a centrally positioned resource within UBC, the OLT will link the UBC-CLI to other units on campus and to external agencies who are actively engaged in (or share interest in) developing technology-based infrastructure to support learning-centred university-community partnerships. The OLT will support the UBC-CLI in identifying and implementing appropriate technologies, training users, and developing policies directed at improving student learning through community service.

<http://www.olt.ubc.ca/>

Department of Human Resources (HR)

UBC HR is actively working to align "people practices" across the institution with the University's Trek 2010 vision and mission. The UBC People Plan (a strategic plan currently under development) includes rich opportunities for HR and the UBC-CLI to foster the Trek goals while strengthening university-community relationships. Two specific examples of collaboration are: cultivating leadership development of UBC staff

through community service-learning leadership experiences and engaging UBC employees in meaningful, learning-centred community service that connects people's day-to-day work with Trek 2010 goals and fosters a sense of contribution and greater connectedness to the larger community.

<http://www.hr.ubc.ca/general/services.html>

Alumni Association

As a valuable advocate and external constituency of UBC, the Alumni Association's mission is to “use its unique position to serve alumni, the university and its students by fostering communications, networking and access to resources that enrich their lives and advance the reputation of the university.” The UBC-CLI will collaborate with the Alumni Association to establish and nurture important university-community relationships that specifically support the Trek 2010 goals of global citizenship, strengthening of civil society, and sustainability. Additionally, the Association's members, including the Young Alumni group, will be provided with opportunities to contribute to the greater community by working with faculty, students, staff, and community members on UBC-CLI projects.

<http://www.alumni.ubc.ca/>

Irving K. Barber Learning Centre (Learning Centre)

“The Irving K. Barber Learning Centre will be for anyone, from anywhere, at any time.” This \$60M visionary education and research support facility is committed to playing a key role in the intellectual, social, cultural, and economic growth of British Columbia, Canada, and the world. The Learning Centre will have strong links with local, provincial, national, and international communities, organizations, and institutions, and aims to be the destination facility for all who require information and seek knowledge, including those from remote and distant communities. The Learning Centre and the UBC-CLI will collaborate to provide faculty, staff, students, and community partners with a vast network of resources to support their community-based activities. The Learning Centre is dedicated to integrating people, knowledge, and innovation within an interdisciplinary environment: the UBC-CLI will work closely with the interdisciplinary programs housed in the Learning Centre to develop community-based interdisciplinary service and research activities.

<http://www.ikebarberlearningcentre.ubc.ca/>

UBC Okanagan Campus (UBC-O)

One of the ways in which UBC Okanagan aims to support students and make positive contributions to its local community is through community-service learning. The Vancouver-based UBC-CLI will be a key information and knowledge resource to aid UBC Okanagan in developing infrastructure, systems, and policy for learning-centred community- university engagement in the Okanagan region. Together, both campuses can create and support a geographically broad network of university and community initiatives designed to enhance learning and build community capacity through community service-learning experiences.

<http://web.ubc.ca/okanagan/welcome.html>

School of Community and Regional Planning (SCARP)

SCARP's mission is to advance the transition to sustainability through excellence in integrated policy and planning research, professional education and community service. SCARP will work with the UBC-CLI to bring together a broad range of faculty, students, staff and community members around projects that integrate teaching, research, and community service. SCARP's graduate students will play significant student leadership roles in UBC-CLI projects and interdisciplinary research.

<http://www.scarp.ubc.ca/>

Institute for Health Promotion Research (IHPR)

IHPR's mission is to provide a UBC focus for interdisciplinary collaboration on research, education, and community partnerships in health promotion. It seeks to bridge the University's research and educational programs across the behavioural, biomedical, educational, environmental and social sciences disciplines and to bring them into closer working relationships with community groups and agencies. UBC-CLI will work with IHPR to develop applied research opportunities and community service projects for multidisciplinary teams of faculty, students, staff, and community partners. In addition, IHPR will play a key role in: assisting with developing interdepartmental community-service courses with the UBC-CLI; assisting faculty in obtaining grants for community-based initiatives; developing community members' capacity to take part in research; and obtaining fellowships and awards to support postdoctoral fellows and graduate students involved in community-based research activities.

<http://www.ihpr.ubc.ca/>

Human Early Learning Partnership (HELP)

UBC's HELP initiative aims to create, promote and apply new knowledge through leading interdisciplinary research to help children thrive. HELP will collaborate with the UBC-CLI to create interdisciplinary child development initiatives that link community projects with the needs of young children. Through the UBC-CLI and with the support of HELP, faculty and graduate students from across disciplines such as health, education, and social services, will work with community organizations on applied research and service that will inform community program development, delivery, and evaluation activities.

<http://www.earlylearning.ubc.ca/>

Institute for Resources, Environment and Sustainability (IRES)

IRES addresses global and domestic challenges related to Energy, Water and Health faced by urban and rural communities. It strives for excellence in education and research through its graduate program and diverse research initiatives. An important part of its mandate is to build awareness of sustainability and build relationships with people and institutions, both on-campus and around the world. The UBC-CLI will work with IRES to support student education about resource use, sustainability, and environmental issues through 'real life' local community experience. Together, they will work to strengthen relationships with provincial communities while linking community service-learning teaching and research activities to the Trek 2010 themes.

<http://www.ires.ubc.ca/>

Sustainability Office

UBC's Sustainability Office supports the university in setting a positive "sustainability" example within the greater community. It works to mobilize resources across campus to achieve sustainability through the most effective practices possible. The OCS will help the UBC-CLI foster sustainable development values in the CSL projects and research it undertakes.

<http://www.sustain.ubc.ca/>

Equity Office

UBC's Equity Office will play an educative and consultative role around issues of diversity and equity in relation to community-university relationships. The Equity Office will provide training support to students, staff, faculty, and community members involved with the UBC-CLI related to topics such as discrimination, boundaries, diversity, and harassment in order to foster respectful relationships within UBC, and between UBC and the greater community. Training will also link to UBC's Trek 2010 themes. The UBC-CLI will consult with the Equity Office about any emerging equity issues, and will continuously work with them to foster equity through UBC-CLI activities.

<http://www.equity.ubc.ca/>

Appendix B: Letters of Support

- Colleen Kelly, Executive Director, Volunteer Vancouver
- Janet Austin, CEO, YWCA of Vancouver
- Maxine Davis, Executive Director, Dr. Peter AIDS Foundation
- Sherril Gelmon, Professor, Portland State University



*To be a leader in
promoting
volunteerism and
strengthening the
voluntary sector*

December 7, 2005

Mr. Tim Brodhead, President and CEO
J.W. McConnell Family Foundation
1002 Sherbrooke Street West, Suite 1800
Montreal, Quebec
H3A 3L6

Dear Mr. Brodhead:

Re: University Based Community Service-Learning (UBCSL) Program

Volunteer Vancouver continues to be excited about the opportunity to work with UBC and the Learning Exchange in order to deliver our mission. We are particularly impressed that the UBC group has gained the knowledge that working with volunteers to do individual placements for long-term work is not cost effective or sustainable. We also recognized that at Volunteer Vancouver and created a database of volunteer opportunities (govolunteer.ca) that we also provide to six other volunteer centres in BC and AB to provide that service in a more effective manner.

Volunteer Vancouver inspires and builds leadership in the voluntary sector. Our strategic plan for 2006 ensures that we continue to focus on our work with Not-for-Profit organizations to further their ability to involve the kinds of volunteers that are interested in working in their organizations. This includes groups of volunteers and those with specific skill sets. The staff and volunteers at Volunteer Vancouver understand that volunteers exist in organizations to deliver their mission – and our goal is to ensure significant and integrated volunteer involvement.

Volunteer Vancouver would be able to collaborate with UBC on the UBCSL Program by providing to staff and volunteers from UBC:

- ♣ a framework for a university program to work successfully with community-based organizations
- ♣ a connection to community organizations that includes our knowledge of the traits and qualities that enable some organizations to successfully engage groups of volunteers

Volunteer Vancouver would be able to work with UBC to:

- ♣ identify and recruit a new group of community partners for course-based CSL
- ♣ create a framework of guidelines and standards for new community partnerships

...12

- ♣ expand the number of community partnerships for course-based CSL in a range of organizations in different issue areas (environment, social services, arts, etc.)
- ♣ develop staff and volunteers at Not-for-Profit organizations to be able to engage some of the individuals from the group in the longer term
- ♣ build organizational capacity to support "learning" and "skilled" volunteers
- ♣ coordinate a network of CSL leaders working with students at not-for-profit organizations.
- ♣ promote course-based CSL provincially (through the Canada Volunteerism Initiative in BC) and nationally to not-for-profit organizations, volunteer centres and government.
- ♣ develop a Not-for-Profit model for course-based CSL at UBC.

At Volunteer Vancouver, we very much believe in an integrated human resources model. The two standard models:

- ♣ one that involves volunteers (managed by the coordinator of the volunteer program) as a separate entity that fits into a box somewhere (usually) in a low position in the organizational chart
- ♣ the second that is a parallel volunteer program that ensures all volunteer accountability is to other volunteers and staff accountability only to staff.

We believe both of these are flawed if we REALLY want to engage the hearts and minds of volunteers in order to deliver the mission of our organizations. It is important to work with organizations to ensure the focus is on the entire workforce with volunteers integrated with staff.

The current chair of our Board of Directors at Volunteer Vancouver is an alumnus of UBC. A past chair of our Board is now the vice-chair of the Volunteer Canada Board. Both of them have brought a connection to UBC that we value highly. We believe that both of these volunteers will be integrally involved in the development of this project – "wearing their Volunteer Vancouver hats."

We wholeheartedly endorse the proposal from UBC and look forward to collaborating with UBC Learning Exchange in the way that will best serve all our communities.

Sincerely,



Colleen Kelly
Executive Director



DISCOVER YOURSELF. DISCOVER THE YWCA.



December 5, 2005

Mr. Tim Brodhead
President and CEO
The J.W. McConnell Family Foundation
1002 Sherbrooke Street West, Suite 1800
Montreal, Quebec
H3A 3L6

Dear Tim:

It gives me considerable pleasure to serve as a reference for The UBC Learning Exchange in support of their application to the McConnell Family Foundation for the Community Learning Institute. The UBC Learning Exchange has been working with YWCA Crabtree Corner, since 1999. Crabtree Corner is a unique facility that provides housing, food, health, child care, parenting, advocacy and support services for women and children living in Vancouver's downtown eastside. The support of UBC Learning Exchange students has had a significant and positive impact on our ability to deliver this service.

We are now working with the Learning Exchange to engage UBC students in our school-based youth initiative called, "Welcome To My Life." This initiative will assist teenage girls in the critical transition from grade seven to grade eight. It will be delivered on a pilot project basis in several Vancouver schools this spring, after which we plan to deliver the program more broadly throughout the Lower Mainland. The UBC Learning Exchange students will serve as mentors and facilitators for the six-week program.

The YWCA of Vancouver is one of BC's largest and most diversified non-profit organizations, offering services in more than 30 locations throughout the Lower Mainland. The YWCA is an entrepreneurial non-profit, with more than 60% of annual revenues self-generated through related business activities – including a 155 room YWCA Hotel and a state-of-the-art, downtown-based Health and Wellness Centre – and fundraising. The YWCA has an annual operating budget of about \$15 million, 330 employees, and more than 400 volunteers. The YWCA provides a network of services for women and their families including child care, permanent and transition housing, and support services for single mothers. The organization also offers employment services for women and men, mentorship and leadership development. The YWCA is also a leader in community fitness, health, and wellness programming for women and men.



We are excited about UBC's proposed expansion of course-based Community Service Learning (CSL) because of the benefit it will afford to students, the Vancouver YWCA, and the greater community. We applaud UBC for the leadership role it is playing in encouraging students to contribute to their communities and strengthen the fabric of goodwill in society.

As well, we are pleased to hear that The Learning Exchange will be working with Volunteer Vancouver to ensure that appropriate connections are made between the university and the community. With respect to the Community Learning Initiative, should you have questions or require additional information, please do not hesitate to contact me at 604-895-5751.

Yours truly,



Janet Austin
CEO
YWCA of Vancouver



Dr. Peter Centre
*Providing Comfort Care for
People Living with HIV/AIDS*

December 7, 2005

Mr. Tim Brodhead, President and CEO
J.W. McConnell Family Foundation
1002 Sherbrooke Street West, Suite 1800
Montreal, Quebec
H3A 3L6

Dear Mr. Brodhead:

Re: University Based Community Service-Learning (UBCSL) Program

The Dr. Peter Centre is a non-profit organization providing day health program and residential care services to people living with HIV/AIDS. Their vulnerability to deteriorating health is compounded by additional illnesses, disabilities, and life circumstances including addictions, mental illness, poverty, unstable housing and lives of abuse, neglect, and marginalization. The Centre's goals are to improve the health status and quality of life of individuals and reduce their reliance on hospital care.

The Centre has been a community service partner with the UBC Learning Exchange since 2001. Through this relationship, UBC Learning Exchange students have had profound life enhancing experiences. Some have written to say their experience at the Dr. Peter Centre influenced their decisions to choose a career serving disadvantaged people. As well, through the contributions of the students, the Dr. Peter Centre has grown its organizational capacity and the Centre's clients have gained a new appreciation and respect for the commitment of today's university students and universities to improving community life.

The Dr. Peter Centre is particularly interested in the evolution of curriculum-based community service-learning. The Centre and UBC Learning Exchange have been working on a number of projects with health professional students to do program evaluation. By using the community service-learning model, the Centre has benefited through acquiring a state of the art product without having to use already stretched operational revenue. The outcomes to date have been promising and together we continue to explore ways that community service-learning can strengthen the work of non-profit organizations.

In addition to project deliverables for the Centre, students have reported an increased understanding of individuals whose lives have been devastated by extreme disadvantage, the contribution of non-profit organizations to civil society, and the application of acquired skills to a non-profit environment.

The McConnell Family Foundation support of the UBC Community Learning Institutes would make it possible to develop an infrastructure within the Learning Exchange, the Dr. Peter Centre, and other non-profit organizations so that such curriculum-based learning opportunities are available.

We live in an era when large academic institutions are increasingly perceived as disconnected from community and from the lives of those most in need of support. It is commendable that UBC has been articulate, intentional, and active in its commitment to graduating students with a life-long awareness of the need to contribute to civil society and, in the process, build the capacity of non-profit organizations. We are excited by the opportunity to be a part of implementing the UBC Community Learning Institutes and it would be an honour to have the McConnell Family Foundation support this innovative learning initiative.

Sincerely,



Maxine Davis
Executive Director
Dr. Peter AIDS Foundation

**PORTLAND STATE
UNIVERSITY**

Division of Public Administration
Mark O. Hatfield School of Government
College of Urban & Public Affairs

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December 7, 2005

Mr. Tim Brodhead
President and CEO
The J.W. McConnell Family Foundation
1002 Sherbrooke Street West, Suite 1800
Montreal, Quebec
H3A 3L6

Dear Mr. Brodhead:

I am writing in support of the proposal from the University of British Columbia to establish Community Learning Institutes as part of the McConnell Family Foundation's National University Based Community Service-Learning Program.

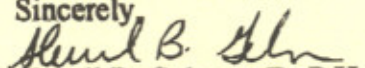
I am a Canadian scholar who has worked and lived in the United States for several years, and devote a considerable amount of my scholarly research to issues of community-based learning, civic engagement, faculty development, institutional change, and methods of organizational evaluation of these various activities. I have been working with the developing Canadian network that is addressing service-learning and related activities at Canadian universities, and have provided both formal and informal consultations and learning sessions with several Canadian institutions over the past few years.

I would like to offer my strong support of this proposal. I know that UBC, like many other institutions, has been grappling with how to engage and reward faculty in this very important community development work while making the activities relevant to curriculum design and stimulating to students. The proposed strategy of creating "Community Learning Institutes" strikes me as a very creative and innovative approach to address several of these challenges and to build a strong foundation for future further expansion of this community-based learning.

Central to this proposal is a focus on student learning; this is the core element of any work related to community-university collaborations and the emphasis on students' roles as global citizens is key to helping students to understand their roles and values as members of society. From this base, the second goal derives naturally, in terms of applying the various resources of the university (human, knowledge, partnerships) – and acknowledges that there are multiple resources that can be engaged. I also am impressed that the remaining goals focus on capacity building, which is key to creating successful university-community partnerships. Finally, it is very wise strategy for UBC to specifically articulate that it will evaluate processes and outcomes, and seek to stimulate research that can be disseminated to share lessons learned.

As a Canadian who hopes to see significant advances in Canadian higher education related to community-based learning, I give my strong support to this proposal.

Sincerely,


Sherril B. Gelmon, Dr.P.H.
Professor of Public Health

Appendix C: Timeline for Implementation and Estimates of Student Participation

Notes:

1. The following tables show student participation in Non-Profit Organizations (NPOs) at UBC Vancouver (UBC V) only.
2. Total undergraduate population at UBC V is expected to remain stable at 35,500.
3. For ease of presentation, the following tables assume 10 students per project, although most actual projects will range from 5 to 15 students per project. Some projects may involve large numbers of students. In this case, students will work in work teams of about 10 with leaders as per the model described in the proposal.
4. The following tables do not include student leaders. The number of student leaders is roughly equivalent to the number of projects.
5. The following tables do not include CSL done by faculty members independent of the UBC-CLI.

Planning Phase: April to August 2006

Priority Activities: April 1 2006 to August 31 2006 (5 months)

- Hire and orient manager for UBC-CLI
- Engage faculties in development of model
- Plan capacity building program with Volunteer Vancouver (VV) and UBC units
- Plan leadership network structure and develop resources
- Refine strategic themes and priority areas for first partnerships and projects
- Identify criteria for NPO partners and projects
- Plan for courses in 2007: Reading Week (RW), spring, summer
- Develop submission(s) to Senate for Institute courses as necessary
- Design research and evaluation component of UBC-CLI
- Develop student recruitment material

Implementation Year 1: 2006-2007 Academic Year UBC-CLI Student Participation Targets

Faculty	Feb	March	May	June	July	Aug	Number of students	% of UBC total
	Students	Projects	Students	Projects	Students	Projects		
Arts	50	5	50	5	50	5	150	
Science	50	5	50	5	50	5	150	
Other*	50	5	50	5	50	5	150	
Total	150	15	150	15	150	15	450	1.3

*Land and Food Systems, Sauder School, Applied Science, etc.

Priority Activities:

September 1 to December 31, 2006: (4 months)

- Continue planning and developmental activities
- Select NPO partners and projects for RW
- Develop project ideas and their links to course work
- Recruit faculty instructors
- Add Institute courses to UBC calendar
- Implement capacity building program
- Revise existing RW manuals for leaders
- Recruit project leaders and student leaders for Reading Week (N = 15 of each)
- Orient and train project and student leaders, initiate leadership network
- Continue planning and development of logistics for projects/courses
- Recruit student participants for RW (N = 150)
- Develop criteria for UBC-CLI awards

January 1 to March 31 2007: (3 months) (Reading Week Term)

- Finalize logistics for projects/courses for RW
- Hand-over responsibility for RW courses from development team to implementation team(s)
- Implement RW term in February (done by implementation team[s])
- Faculty oversee student assignments and grading
- Evaluate RW courses

While RW is implemented, development team members:

- Select NPO partners and projects for spring term
- Develop project ideas and their links to course work
- Finalize logistics for projects/courses for spring term
- Recruit faculty instructors for spring term
- Recruit project leaders and student leaders for spring term (N = 15 of each)
- Orient and train project and student leaders for spring term
- Continue planning and development of logistics for projects/courses for summer term
- Recruit student participants (N = 150) for spring term
- Advertise awards for students, faculty, NPOs
- Establish terms of reference for awards selection committee(s) and recruit members

April 1 to June 30 2007: (3 months) (Spring Term)

- Finalize logistics for projects/courses for summer
- Hand-over responsibility for spring term from development team to faculty implementation teams
- Implement spring term
- Faculty oversees student assignments and grading
- Evaluate spring term

While spring term is implemented, development team members:

- Select NPO partners and projects for summer term
- Develop project ideas and their links to course work
- Recruit faculty instructors for summer term
- Recruit project leaders and student leaders for summer term (N = 15 of each)
- Orient and train project and student leaders for summer term

- Recruit student participants (N = 150) for summer term
- Hand-over responsibility for summer term from development team to faculty implementation teams.

July 1 to August 31, 2007: (2 months) (Summer Term)

- Implement summer term
- Faculty oversee student assignments and grading

Implementation Year 2: 2007-2008

Student Participation Targets September 1, 2007-August 31, 2008

Faculty	Feb	March	May	June	July	Aug	Number of students	% of UBC total
	Students	Projects	Students	Projects	Students	Projects		
Arts	100	10	100	10	100	10	300	
Science	100	10	100	10	100	10	300	
Other*	50	5	50	5	50	5	150	
Total	250	25	250	25	250	25	750	2.1

Priority Activities:

September 1 to December 31 2007: (4 months) (Planning)

- Evaluate Summer Term
- Reflect on formative evaluation data from Year 1
- Refine strategic themes and priority areas for partnerships and projects as necessary
- Refine criteria for NPO partners and projects as necessary
- Review submissions for awards and make selections
- Plan for courses in 2007-08: Reading Week, spring, summer
- Select NPO partners and projects for RW
- Develop project ideas and their links to course work
- Recruit faculty instructors for RW, spring, summer
- Hire 5 (TAs) for RW
- Add new Institute courses to UBC calendar
- Refine and implement capacity building program
- Further develop structure and resources for leadership network
- Revise existing manuals for leaders as necessary
- Revise PR/recruitment material as necessary
- Recruit project leaders and student leaders for Reading Week (N = 25 of each)
- Orient and train project and student leaders
- Continue planning and development of logistics for projects/courses
- Recruit student participants for RW (N = 250)
- Develop fund-raising strategies for ongoing support of UBC-CLI

January 1 to March 31 2008: (3 months) (Reading Week Term)

- Finalize logistics for projects/courses for RW
- Train TAs
- Hand-over responsibility for RW from development team to implementation team(s)
- Implement RW term
- Faculty oversee student assignments and grading
- Evaluate RW term

While RW is implemented, development team members:

- Select NPO partners and projects for spring term
- Develop project ideas and their links to course work
- Finalize logistics for projects/courses for spring
- Recruit faculty instructors for spring term
- Hire TAs (5) for spring term
- Recruit project leaders and student leaders for spring term (N = 25 of each)
- Orient and train project and student leaders for spring term
- Continue planning and development of logistics for projects/courses for summer term
- Recruit student participants (N = 250) for spring term
- Begin fund-raising for ongoing support of UBC-CLI (ongoing from this point)

April 1 to June 30 2008: (3 months) (Spring Term)

- Finalize logistics for projects/courses for summer
- Hire .5 clerical admin support person
- Hire FT coordinator for leadership network
- Develop project ideas and their links to course work
- Train TAs for spring term
- Hand-over responsibility for spring term from development team to implementation teams
- Implement spring term
- Faculty oversee student assignments and grading
- Evaluate spring term

While spring term is implemented, development team members:

- Select NPO partners and projects for summer term
- Select NPO partners and projects for summer term
- Recruit faculty instructors for summer term
- Hire and train TAs (5) for summer term
- Recruit project leaders and student leaders for summer term (N = 25)
- Orient and train project and student leaders for summer term
- Recruit student participants (N = 250) for summer term
- Hand-over responsibility for summer term from development team to implementation teams

July 1 to August 31, 2008: (2 months) (Summer Term)

- Implement summer term in July (by faculty teams)
- Faculty oversee student assignments and grading

Implementation Year 3: 2008-2009

Student Participation Targets September 1 2008-August 31, 2009

Faculty	Feb	March	May	June	July	Aug	Number of students	% of UBC total
	Students	Projects	Students	Projects	Students	Projects		
Arts	150	15	150	15	150	15	450	
Science	150	15	150	15	150	15	450	
Other*	100	10	100	10	100	10	300	
Total	400	40	400	40	400	40	1200	3.4

Priority Activities:

September 1 to December 31 2008: (4 months) (Planning)

- Evaluate Summer Term
- Reflect on formative evaluation data from Year 2
- Refine strategic themes and priority areas for partnerships and projects as necessary
- Refine criteria for NPO partners and projects as necessary
- Review submissions for annual awards and make selections
- Plan for courses in 2008-09: Reading Week, spring, summer
- Select NPO partners and projects for RW
- Develop project ideas and their links to course work
- Recruit faculty instructors for RW, spring, summer
- Hire 8 (TAs) for RW
- Add new Institute courses to UBC calendar
- Refine and implement capacity building program
- Further develop structure and resources for leadership network
- Revise existing manuals for leaders as necessary
- Revise PR/recruitment material as necessary
- Recruit project leaders and student leaders for Reading Week (N = 40 of each)
- Orient and train project and student leaders
- Continue planning and development of logistics for projects/courses
- Recruit student participants for RW (N = 400)

January 1 to March 31 2009: (3 months) (Reading Week Term)

- Finalize logistics for projects/courses for RW
- Train TAs
- Hand-over responsibility for RW term from development team to implementation team(s)
- Implement RW term
- Faculty oversee student assignments and grading
- Evaluate RW term

While RW is implemented, development team members:

- Select NPO partners and projects for spring term
- Develop project ideas and their links to course work
- Finalize logistics for projects/courses for spring
- Recruit faculty instructors for spring term
- Hire TAs (8) for spring term
- Recruit project leaders and student leaders for spring term (N = 40)
- Orient and train project and student leaders for spring term
- Continue to develop logistics for projects/courses for summer term
- Recruit student participants (N = 400) for spring term

April 1 to June 30 2009: (3 months) (Spring Term)

- Finalize logistics for projects/courses for summer
- Develop project ideas and their links to course work
- Train TAs for spring term
- Hand-over responsibility for spring term from development team to implementation teams
- Implement spring term
- Faculty oversee student assignments and grading
- Evaluate spring term

While spring term is implemented, development team members:

- Select NPO partners and projects for summer term
- Select NPO partners and projects for summer term
- Recruit faculty instructors for summer term
- Hire and train TAs (8) for summer
- Recruit project leaders and student leaders for summer term (N = 40 of each)
- Orient and train project and student leaders for summer term
- Recruit student participants (N = 400) for summer term
- Hand-over responsibility for summer term from development team to implementation teams

July 1 to August 31, 2009: (2 months) (Summer Term)

- Implement summer term in July (by faculty teams)
- Faculty oversees student assignments and grading

Implementation Year 4: 2009-2010

Student Participation Targets September 1, 2009-August 31, 2010

Faculty	Feb	March	May	June	July	Aug	Number of students	% of UBC total
	Students	Projects	Students	Projects	Students	Projects		
Arts	200	20	200	20	200	20	600	
Science	200	20	200	20	200	20	600	
Other*	200	20	200	20	200	20	600	
Total	600	60	600	65	600	65	1800	5%

Priority Activities:

September 1 to December 31 2009: (4 months) (Planning)

- Evaluate Summer Term
- Reflect on formative evaluation data from Year 3
- Refine strategic themes and priority areas for partnerships and projects as necessary
- Refine criteria for NPO partners and projects as necessary
- Review submissions for annual awards and make selections
- Plan for courses in 2009-10: Reading Week, spring, summer
- Select NPO partners and projects for RW
- Develop project ideas and their links to course work
- Recruit faculty instructors for RW, spring, summer
- Hire 12 (TAs) for RW
- Add new Institute courses to UBC calendar
- Refine and implement capacity building program
- Further develop structure and resources for leadership network
- Revise existing manuals for leaders as necessary
- Revise PR/recruitment material as necessary
- Recruit project leaders and student leaders for Reading Week (N = 60 of each)
- Orient and train project and student leaders
- Continue planning and development of logistics for projects/courses
- Recruit student participants for RW (N = 600)
- Solidification of funding arrangements for support of UBC-CLI post-McConnell funding.

January 1 to March 31 2010: (3 months) (Reading Week Term)

- Finalize logistics for projects/courses for RW
- Train TAs
- Hand-over responsibility for RW term from development team to implementation team(s)
- Implement RW term
- Faculty oversee student assignments and grading
- Evaluate RW term

While RW is implemented, development team members:

- Select NPO partners and projects for spring term
- Develop project ideas and their links to course work
- Finalize logistics for projects/courses for spring
- Recruit faculty instructors for spring term
- Hire TAs (12) for spring term
- Recruit project leaders and student leaders for spring term (N = 60 of each)
- Orient and train project and student leaders for spring term
- Continue to develop logistics for projects/courses for summer term
- Recruit student participants (N = 600) for spring term

April 1 to June 30 2010: (3 months) (Spring Term)

- Finalize logistics for projects/courses for summer
- Develop project ideas and their links to course work
- Train TAs for spring term
- Hand-over responsibility for spring term from development team to implementation teams
- Implement spring term
- Faculty oversee student assignments and grading
- Evaluate spring term

While spring term is implemented, development team members:

- Select NPO partners and projects for summer term
- Select NPO partners and projects for summer term
- Recruit faculty instructors for summer term
- Hire and train TAs (12) for summer
- Recruit project leaders and student leaders for summer term (N = 60 of each)
- Orient and train project and student leaders for summer term
- Recruit student participants (N = 600) for summer term
- Hand-over responsibility for summer term from development team to implementation teams

July 1 to August 31, 2010: (2 months) (Summer Term)

- Implement summer term in July (by faculty teams)
- Faculty oversees student assignments and grading

Closing phase: Evaluation, Reporting and Dissemination of Results

September 1, 2010 to March 31, 2011

Priority Activities:

- Prepare evaluation reports, including reports for both academic and non-academic audiences
- Compile artefacts from projects, leadership network, and other activities and prepare for publication/dissemination
- Arrange transition to new administrative structures as necessary to be congruent with new funding sources
- Disseminate results through websites, CACSL, academic conferences, workshops, etc.