Welcome CACSL 2016 Participants!

Welcome to the bi-annual CACSL Conference Impact for Sustainability hosted by Mount Royal University. A primary focus of the conference is to strengthen the CSL and CE community by sharing research as well as innovative teaching and partnership practices. This year’s conference features two sets of integrated workshops: One set will offer three workshops facilitated by Volunteer Canada, where presenters will share and explore partnership relationships. The other set will offer three workshops facilitated by Patti Clayton where participants will examine Scholarship of Teaching and Learning research within the context of CSL, as well as explore the future of CSL.

We are grateful to our partners, who have provided funding, and developed panels and sessions that will enrich our exposure to varied practices. Partners for the conference include: the Canadian Alliance for Community Service Learning (CACSL), Volunteer Alberta, Volunteer Canada, the Volunteer Centre Network, The Institute for Scholarship of Teaching and Learning, the Institute for Environmental Studies, and the Institute for Community Prosperity. Sponsors include Mount Royal University, The Bissett School of Business, the Faculty of Arts, and the Faculty of Communications. We greatly appreciate your support.

The Conference includes over 75 presentations, and three field trips. Attendees will receive the book Canadian Student’s CSL Vignettes developed by Glenn Ruhl, an Associate Professor at MRU, with support from three students in the Information Design Degree and the Conference Chair. The book will feature the CSL and CE experiences of 70 students from Canadian colleges and universities.

The conference will also feature presentations of authors for the upcoming publication Impact for Sustainability: CSL in Canada, a peer-reviewed anthology we are currently compiling and editing. We have received a broad range of papers pertaining to campus-community partnerships, CSL research, and innovative CSL teaching practices. As such, we are confident this conference will contribute to the growing body of CSL research, and dialogue pertaining to partnership models and teaching practice.

We have worked with the catering team to ensure environmentally friendly practices; food sourced locally will be featured, and waste will be minimized. Vegetarian and gluten-free options will be available.

Cynthia and I have had the support of a great conference team, Christian Cook, Bree Smith, Lisa Wiigs, Elizabeth Lennox, Kerry Martin, and Jodi Churla. It was a pleasure working with you. Enjoy the conference; we hope you are inspired by the creative practices and perceptions of the people you will meet here.

Victoria Calvert
Conference Chair
Professor
Bissett School of Business
Mount Royal University

Cynthia Gallop
Academic Chair
Associate Professor
Child Studies and Social Work Department
Mount Royal University
On behalf of Mount Royal University, I am delighted to welcome you to the 2016 CACSL Conference: Impact for Sustainability in Calgary. The conference represents Canada’s premier opportunity bringing together academic faculty and community partners to further the promotion and development of Community Service Learning in post-secondary institutions. Mount Royal University is committed to high impact learning practices such as Community Service Learning offering CSL courses across the disciplines. All of the members of the local Organizing Committee from Mount Royal University wish you a wonderful conference experience and a memorable stay in Calgary.

Valerie Kinnear, Dean
Bissett School of Business

A shared belief in the value of healthy, resilient, sustainable communities brings CACSL members and volunteer centres together. CSL practitioners and volunteer centre coordinators contribute to the community in different but complementary ways. Each operates independently of the other, but in their work support the work of the other.
Our first joint CACSL and Volunteer Canada conference, Healthy, Resilient Communities led to some exciting partnerships, and we followed up with a joint workshop on Collective Impact in 2015. Mount Royal University and its partners have created a wonderful space for community, academe, and government to engage, explore, and create. Thank you all for being here to seek out ways campus and community acting together can create a better future for all.

Geri Briggs
Director
Canadian Alliance for Community Service Learning
The Institute for SoTL would like to acknowledge TransCanada Corporation’s generous donation, which supports an annual TransCanada International Forum on Scholarship of Teaching and Learning. This event allows us to partner with national and international organizations and bring in leading scholars and change agents such as Dr. Patti Clayton. We are pleased that this year’s event will benefit both the Mount Royal community as well as our colleagues and partners in CACSL.

Janice Miller-Young, PhD
Director, Institute for Scholarship of Teaching and Learning
Mount Royal University

Volunteer Canada and the Canadian Alliance for Community-Service Learning discovered our shared interest in building strong and resilient communities through citizen engagement several years ago. Ever since, we have been collaborating on how to best foster reciprocal relationships between campuses and community organizations so that we are simultaneously meeting the learning objectives of students and the aspirations of people, communities, and neighbourhoods. In 2014, sponsored by Algonquin College in Ottawa, we jointly sponsored the Resilient Communities Conference, bringing together leaders from volunteer centres, community organizations, and college and university with a focus on community-campus engagement. We explored the values and conditions necessary for ensuring that communities and campuses both benefit from the engagement and how important it is to have brokers to support the navigation and negotiation of this mutually beneficial relationship. Together, we examined various brokering models including local volunteer centres, on-campus community-engagement centres, and units within governments that focus on building bridges between the academic and non-profit sector. We are thrilled to be continuing this conversation, facilitating new relationships, and advancing the field of community-campus engagement in Canada. A special thank you to Victoria Calvert of Mount Royal University and Katherine Topolniski of Volunteer Alberta for their steadfast leadership on the planning of this conference. We are grateful to all of you who have come to join us with your open hearts and open minds. I am joyfully anticipating this next part of our journey.

Paula Speevak
President & CEO
Volunteer Canada
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Key Information

You are encouraged to sign up for ONE of the THREE Field Trips Offered on Friday. Space is Limited. Sign up can be done when you register or at the reception desk for the conference. For Detailed information on the following field trips, see Pages 32-35
- Cross Conservation Tour
- Iniskim Centre (On Campus)
- Nakoda Youth Council Field Trip
- Sustainability Food Calgary Tour (Includes visit to Honey Farm and Saskatoon Farm)

Accommodation: Mount Royal Residency
   Delta South Calgary Hotel
   For More Information see web-site: http://cacslconference2016.ca/

Parking: The closest Parking lots to the EC Building (Conference location) are the East Gate Parkade, Lot A & B and Lot 7. See Page 42 for More Information.

Meals: Three meals are provided as part of the conference fee, plus a bagged lunch for the Friday field trips. Coffee, tea and water will be provided throughout the conference (we will use recyclable cups).
**Dietary options provided will include vegetarian, gluten free, pork free, and nut free.

The WIFI password will be posted throughout the Conference venue.
These three sessions will bring academic faculty, Volunteer Centres and community partners together to discuss and develop more collaborative working relationships. The Creating a Culture of Collaboration series was designed in response to feedback received from the previous conference, where academic and non-profit participants requested more opportunities to interact and learn from each other.

**Session 1: Creating the Potential**

This session will set the scene for open dialogue and productive networking between academic CSL Faculty and Volunteer Centres. Attendees will become more familiar with the wide range of work and varied activities of each group in order to see the potential in working together to positively impact communities.

**Session 2: Culture of Experience**

In this session, examples of brokering models for Community-Campus engagement that are at different stages of development and have different capacities will be shared by participants. These case studies will be used to provide insight into the experiences of working relationships between post-secondary institutions and Volunteer Centres. Participants will gain a greater sense of the value of this work and hear about the types of partnership opportunities that exist. They will also discover actions they can take to develop a partnership that aligns with their needs and capacity.

**Session 3: Collaboration Leads to New Opportunities**

This session is an opportunity to dialogue and network. Participants will be encouraged to explore common goals and identify new ways of working together, long after the conference wraps-up.
Workshops with Patti Clayton

TransCanada International Forum on Scholarship of Teaching and Learning

Session I  Wednesday, May 25   9:00 am – 12:00 pm: Integrating Critical Reflection and Assessment to Generate, Deepen, and Document Learning

In this first of three opportunities to collaboratively explore Community Service-Learning and Community Engagement (CSL/CE) as the Scholarship of Teaching and Learning (SoTL) with practitioner-scholar Patti Clayton, we will focus our attention on designing critical reflection so as to both generate student learning and provide a basis for inquiry into the processes that support such learning. For over 15 years Patti and colleagues around the world have been refining a research grounded model for integrating critical reflection and assessment. This highly interactive session will invite participants to build on their work, co-create critical reflection assignments and rubrics that are well-aligned with shared learning goals, and begin to co-design SoTL questions and methods that tap critical reflection products and processes. Throughout the session participants will be invited to identify colleagues in the room with similar interests and to explore possible collaboration during the lunch break.

Session II Wednesday, May 26   1:30 pm – 4:30 pm

Revisioning SoTL for Community Service-Learning / Community Engagement

Who conducts SoTL? And whose learning is in question in SoTL? In this second in a series of three opportunities to collaboratively explore CSL/CE as the scholarship of teaching and learning, Patti Clayton and Janice Miller-Young will invite participants into an international conversation about broadening and deepening the meanings and the practices of SoTL, within and beyond CSL.

Patti, Janice, and their colleague Peter Felten are advancing efforts to conceptualize and implement engaged pedagogies as spaces of co-teaching, co-learning, and co-generating knowledge and practice; and they are seeing in trends in this direction indications that it is time to revisit and revise Hutchings and Shulman’s seminal work defining SoTL. SoTL can be a powerful means of developing practitioner-scholars; improving teaching and learning; nurturing communities of inquiry and practice around shared commitments to learners and learning; and building bodies of knowledge, practice, and policy in support of same.
To fulfill this potential in the context of engaged pedagogies and to retain its cutting edge orientation as scholarship, they suggest that SoTL can no longer be understood and enacted primarily by faculty as a vehicle to improve student learning and to produce scholarship by and for faculty. This highly interactive session will engage participants in revisioning SoTL in ways that honor CSL/CE’s foundational commitment that everyone involved teaches and learns and that leverage the questions, experiences, and learning of CSL/CE practitioner-scholars to help define the future of SoTL in CSL/CE.

At the end of the day participants will be invited to form pairs or small groups of potential collaborators and to engage in the rest of the conference accordingly (e.g., having meals together, meeting between sessions to share questions and insights).

Session III Friday, May 27  9:00 am – 11:30 am

Continuing our own SoTL Journeys: Questions, Collaborators, and Next Steps

In this third opportunity to explore CSL/CE as SoTL with Patti Clayton and colleagues, we will reflect on related work we have encountered during the conference, examine Canadian examples, and further develop our own questions, collaborations, and inquiry methods. Participants will be invited to skim an article/chapter related to the SoTL interests shared by the pair/small group they formed on Wednesday (examples will be provided) and to bring a worksheet completed during the conference to the session as aids to focusing our time productively. The intended outcome of this concluding gathering in the series of 3 sessions is for participants to leave with specific ideas, collaborators, and next steps in their own journeys with CSL/CE as SoTL.

Special Guest: Casey Eagle Speaker (Opening Ceremonies and Blessing)

Casey Eagle Speaker is also known by his traditional name “Sorrel Horse” by his peoples within the Blackfoot Confederation. He is a member of the Blood Tribe in Southern Alberta. Casey is an Aboriginal Liaison, Consultant and a Traditional Counselor. He was raised on his reservation with the knowledge of traditional ways, the Blackfoot language, and the stories through which history is passed on. Over the past 20 plus years Casey has provided a wide array of presentations/workshops in the greater Calgary area and abroad, in respect to one’s journey to wellness and understanding of one’s identity and belonging. Throughout his travels in the United States and Canada, Casey has witnessed and participated in many of the Native ceremonies and day-to-day living of different tribes. In the Year 2000, Casey was awarded the Chief David Crow Child Award from the City of Calgary for his work in cross-cultural awareness as well as the Dr. Joseph Crow Shoe Award from the University of Calgary for his work in Aboriginal Education. He has received other numerous awards for his work within the mainstream of society as well as the child welfare system. Casey has been working with Hull Child and Family Services for the past fourteen years as an Aboriginal Resource Liaison Consultant.
Speakers

Victoria Calvert Conference Chair

VICTORIA CALVERT is a business professor as well as the community service learning facilitator for Mount Royal University. Her research interests encompass the impact of community based projects upon students and community partners, as well as various aspects of entrepreneurship for which she has published several books. She taught courses with CSL based projects for twenty years, including an inter-disciplinary field school for the government of the Cook Islands. She is on the steering committee for the Canadian Alliance of Community Service Learning, and is active with several community organizations. She is the co-editor for two forthcoming publications; Canadian Student Community Service Learning Vignettes with Glenn Ruhl (to be released at the conference), and Community Service Learning and Community Engagement: Impact for Sustainability with Cynthia Gallop schedule for publication in 2017.

Presentation: CSL in Alberta: Practices, Issues and Opportunities (With Darren Lund and David Peacock)

We will discuss current practices, including courses, trends, research, partnership relations, and global initiatives, at three academic institutions with active CSL agendas. Issues, such as internal inconsistencies, adoption, communication with stakeholders, and administrative concerns, will also be highlighted. The session will move into an open dialogue with attendees regarding what are the opportunities for CSL practices in Canada, and examples of successful CSL practices.

Cynthia J. Gallup, PhD, Academic Chair

Cynthia is an Associate Professor in the Child Studies and Social Work Department at Mount Royal University (MRU). In addition, she has been a member of the Research Ethics Board at MRU since August 2012, and became the Chair of the Ethics Board in June 2015. Cynthia has also been the Co-Chair of the Service-Learning Task Force at MRU since 2012. Cynthia’s research interests include: Community Service-Learning, Student Engagement, Indigenous Knowledge and Practice, Interpretive Research, and Participatory Action Research. In addition to teaching Canadian Social Policy, Leadership in Human Service Organizations, and Indigenous Perspectives in Social Work Practice courses, Cynthia has developed international field schools with a focus on Indigenous community development, and created a community service-learning practicum course for Mount Royal University.

Patti H. Clayton

Patti H. Clayton is an Independent Consultant (PHC Ventures: www.curricularengagement.com) with over fifteen years of experience as a practitioner-scholar and educational developer in community-campus engagement and experiential education. She serves as a Senior Scholar with the Center for Service and Learning at Indiana University – Purdue University Indianapolis (IUPUI), a Visiting Fellow with the New England Resource Center for Higher Education (NERCHE), and a Senior Scholar at the University of North Carolina at Greensboro (UNCG). She has consulted with over 100 colleges and universities in the US, Canada, and Ireland and was formerly founding Director of the Center for Excellence in Curricular Engagement at NC State University and a Faculty Fellow with National Campus Compact’s Project on Integrating Service with Academic Study.
Patti co-developed with students and faculty a research-grounded critical reflection and assessment model (the DEAL Model), models for student leadership in service-learning, the SOFAR Model of Partnerships and TRES instrument for evaluating partnership quality, and a variety of other professional development and curriculum development processes related to community-campus engagement. She and her colleagues produced student and instructor versions of the tutorial *Learning through Critical Reflection*; she was co-editor with Bringle and Hatcher of the 2-volume set *Research on Service Learning: Conceptual Frameworks and Assessment*; and she co-authored the *Democratic Engagement White Paper* with Saltmarsh and Hartley.

A Board member of the International Association for Research on Service-Learning and Community Engagement (IARSLCE), she serves as an Associate Editor with the *Michigan Journal of Community Service-Learning*, is on the editorial board of the *Journal of Applied Learning in Higher Education*, and was co-editor (with an international team of graduate students) of the IARSLCE annual conference *Proceedings* in 2011 and 2012. She has co-authored over 40 book chapters and articles and co-facilitated over 175 conference sessions, many of them with undergraduate or graduate students.

Patti has facilitated institution-wide visioning and planning processes for community-campus engagement, supported campuses in applying for and leveraging the Carnegie Community Engagement Classification, led interdisciplinary and inter-institutional scholarly collaborations, and co-designed initiatives for engaged graduate and undergraduate education. She has integrated service-learning into a variety of her own courses, including in environmental and leadership studies. Her current work focuses on designing teaching and learning, partnerships, and scholarship in ways that position all participants as co-educators, co-learners, and co-generators of knowledge; transformational institutionalization of community-campus engagement; next generation engagement; and faculty learning.

**Chelsea R. Willness, PhD**

Assistant Professor and Grandey Scholar in Sustainable Leadership, Edwards School of Business, University of Saskatchewan, Associate Faculty, School of Environment & Sustainability, University of Saskatchewan, Research Associate, Community-University Institute for Social Research

Chelsea is a passionate champion of community-engaged scholarship. She holds two national research grants (SSHRC) for her research focusing on how stakeholders respond to organizations’ environmental practices and community involvement, and has published this work in top journals and book chapters. She is also interested in approaches to leadership development and governance that build capacity and increase organizational sustainability. She is co-investigator on a $2.5 million SSHRC Partnership Grant examining *Community First: Impacts of Community Engagement*. In 2012, Chelsea was awarded the *Innovation in Teaching Award* from the Academy of Management for her design and implementation of HR courses that integrate community involvement and experiential learning.

In 2013 she received the *Dean’s Emerging Scholar Award* for research, and she is the 2014 recipient of the University of Saskatchewan’s *Award for Distinction in Community-Engaged Teaching & Scholarship*, and the *Provost’s College Award for Outstanding Teaching*. Chelsea recently launched an innovative new experiential course that pairs business students with non-profit boards and community mentors, which is the first undergraduate course of its kind in Canada. She has been involved with nonprofit boards and committees in arts and culture, environmental, and animal welfare organizations.

**Address and Workshop:** This session will be a combination of invited address and interactive workshop. In the first segment, my presentation will provide an overview/highlight some current practices, frameworks, and recent research on community-based experiential learning. I will describe some examples from my own work in creating community-university partnerships in the context of course development and implementation, service-based teaching and learning, and models of curriculum innovation.
I will describe some examples from my own work in creating community-university partnerships in the context of course development and implementation, service-based teaching and learning, and models of curriculum innovation. I will also provide highlights from the program of research that has evolved out of this work. The second segment will involve a facilitated forum within which attendees can discuss their own successful practices and benchmark frameworks amongst themselves in order to leverage their collective knowledge and experience.

Leah K. Hamilton, PhD.
Assistant Professor; Department of Management, Human Resources, and Aviation; Bissett School of Business, Mount Royal University; Adjunct Assistant Professor; Department of Psychology; University of Calgary

Leah’s research focuses on the social and economic integration of immigrants in Canada. She is Principal Investigator on a SSHRC Insight Development Grant and Co-Investigator on a SSHRC Insight Grant. Both of these projects examine various ways to facilitate the settlement and integration of immigrants in Canada. In addition, she is a very active collaborator in the SSHRC-funded Pathways to Prosperity Partnership (P2P), an alliance of university, community, and government partners dedicated to promoting the integration of immigrants across Canada. To conduct her research, Leah works closely with government policy makers and with stakeholders from the settlement sector. Leah has completed several projects that were commissioned by Citizenship and Immigration Canada, including reports on topics such as: the characteristics of welcoming communities for immigrants; identifying essential components of successful business supports for immigrant entrepreneurs; and exploring the experiences and outcomes of official language minority immigrants. Most recently, Leah completed a labour market integration project for the Immigrant Sector Council of Calgary. Leah integrates her passion for community engagement in her teaching, where she applies community engagement pedagogies within her leadership development class.

Outline of Presentation

During the first half of this session I will present some of my recent research projects on the settlement and integration of immigrants in Canada. This will include a focus on fostering meaningful community partnerships and consideration of some of the challenges and benefits of working closely with policymakers and the settlement sector. I will also highlight how my community-based research informs my teaching. During the second half of this session I will facilitate a discussion during which attendees will be encouraged to share promising practices and to discuss how community-engaged research can help to solve important social issues.

Stephen Hill, PhD.

Stephen is an associate professor in the new School of Environment at Trent University. Stephen incorporates service learning and community-engaged scholarship in large first-year courses, upper year undergraduate courses, and graduate teaching. His teaching has been recognized through the T.H.B. Symons Award for Excellence in Teaching (2011) and the Excellence in Education Award for Promotion of Sustainable Practices (2012). Stephen’s research interests focus on environmental and renewable energy management and policy in Canada. He is working to understand the nature of controversy and conflict surrounding renewable energy technologies (supported by the Social Sciences and Humanities Research Council). He also works on processes of social learning and innovation around community-based environmental management and policy, particularly within the Peterborough area. His work attempts to cross boundaries of disciplines and institutions, and to connect ideas, theory and practice. He brings a unique background spanning policy, management, science, and engineering to his research.

Outline of Presentation

My presentation will examine community service learning through a set of conceptual frameworks. The theoretical concepts will be explored and developed through examples and cases developed through the environment & sustainability hub of the SSRHC-CURA Community First: Impacts of Community Education (CFICE) research project (https://carleton.ca/communityfirst/about-us/hub-3/), with a focus on a active transportation planning and community engagement community-based research project currently underway in Peterborough (http://activeneighbourhoods.tcat.ca/neighbourhoods/stewart-street-peterborough/). The presentation will highlight ways and means to ensure community interests are met through service learning.
Darren E. Lund, PhD.

Darren E. Lund is a Professor in the Werklund School of Education at the University of Calgary, where his research examines social justice activism. Before earning a PhD from UBC, Darren was a Red Deer high school teacher for 16 years. Darren has published over 300 articles, chapters, and books, and has been recognized with many honours, including the 2015 ATA Educational Research Award, the 2013 Alberta Hate Crimes Awareness Award, and the 2012 Scholar-Activist Award from the American Educational Research Association. Dr. Lund was also named a Reader’s Digest National Leader in Education and one of Red Deer’s Top Educators of the Century.

David Peacock, PhD.

Dr. David Peacock is the Executive Director CSL in the Faculty of Arts at the University of Alberta, Canada. His PhD from the University of Queensland (2014) was in the Sociology of Education and involved an institutional ethnography of university outreach practices to students from disadvantaged schools. David researches and publishes on student equity and higher education, global service-learning, curriculum theory, community based-research and university-community engagement.

Brittany Harker Martin, PhD., Director of YLC

Brittany's work sits at the intersection of Arts, Leadership, and Learning. She is an Arts Education Specialist (B.Ed, Arts Ed) with a PhD in Strategy and Global Management (beta gamma sigma). Her expertise spans arts integration, workshop/program design, professional development, service-learning, collaboration, cognition, and socially empowered learning. Her talent is in translating learning outcomes into engaging, customized learning experiences. She has taught every age group (preschool to grad school), excels at public speaking, and has extensive experience in the classroom and teaching on-line. Brittany is an interdisciplinary scholar and presents regularly at conferences on the arts, business management, and education. She is currently employed as an Assistant Professor of Leadership at the Werklund School of Education, with past roles at the Haskayne School of Business (UofC), and the Bissett School of Business (MRU).

Presentation with Lianne Lee

We will describe an innovative, co-curricular program for pre-service teachers and presents findings from a study investigating the program as Socially Empowered Learning. First, we introduce the novel design for a program that engages future teachers to serve community-identified needs while enhancing their knowledge as educators. Then, we present the theoretical foundations of Socially Empowered Learning, and methodology used to measure program impact, with a particular interest in effects on social empowerment, entrepreneurial agency, and intellectual engagement. Student perspectives from qualitative data will be shared and preliminary findings explored. Last, future directions and recommendations for community engaged learning programs in practice will be presented.

Melanie Rathburn and Roberta Lexier

Melanie Rathburn and Roberta Lexier, professors at Mount Royal University, have been working on research projects related to international field schools and global citizenship. In particular, they have been exploring how an international field school encourages student learning and enables students to become global citizens. They recently completed a SSHRC Knowledge Synthesis project on global citizenship, which included an examination of the various definitions of the term among post-secondary institutions and provided a new framework for understanding the process as students become global citizens. Rathburn and Lexier are also involved in a collaborative self-study with seven other faculty members to investigate faculty perceptions of service learning in a global context.
Outline of Presentation
Industry, government, and universities, identify global citizenship as an important outcome of education, but there is no consistent definition of this term or common mechanisms to achieve this goal. In our workshop, we will present a framework that will allow universities to develop a clear and explicitly articulated definition that is grounded in a shared process and vocabulary and is measurable. We will discuss the importance of Community Service Learning as one pedagogy that can encourage students to become global citizens and lead an interactive discussion on how it can best be used to encourage global citizenship among our students.

Yvonne Poitras Pratt, PhD.
Assistant Professor, Werklund School of Education, University of Calgary

As an Indigenous faculty member in the Werklund School of Education, Dr. Poitras Pratt teaches a mandatory class on First Nations, Métis and Inuit education, history and leadership to pre-service education students. She and Dr. Patricia Danyluk, also of Werklund, have also developed a service learning program in nearby First Nations schools through a series of research grants. Dr. Poitras Pratt will be a speaker for the Indigenous CSL/CE curriculum panel, as well as leading an academic workshop featuring the CSL project she and her colleague have developed.

Christian Cook, PhD. CHRP

Christian is an Assistant Professor in the Bissett School of Business at Mount Royal University. Her teaching focus is in the discipline of human resource management where she leverages her industry experience to create and deliver a variety of junior and senior courses. Christian employs a number of high-impact teaching and learning practices, and she and her students have specifically benefitted from the implementation of community service learning.

Christian’s business background includes many years holding corporate roles in HR and leadership development as well as committee, board, and chair experience within the not-for-profit sector. She is an active member in the Human Resources Institute of Alberta (HRIA) and has served on numerous committees including recertification audit, standards advisory, discipline, and experience validation assessment.

Her research interests include leadership development, emerging leaders, transformative learning, community service learning and community engagement, and the effectiveness of job rotation as a leadership development intervention.

An Inquiry into the Experiences of Senior University Students Learning Through Community Service Learning (CSL) in a Capstone Discipline Specific Course

Research will be presented to inform how senior students in a discipline specific business program experienced their capstone course using the pedagogy of community service learning. Pre and post-course survey data will be analyzed and presented to further our understanding for the utility, benefits, and challenges of incorporating community service learning in business courses, specifically in a senior course which has as its focus the strategic management of human resources. The intention of the session is to present empirical data concerning the perceptions of these students to facilitate a rich conversation and to share learning and best practices from this pilot program.
Abstracts

**Leann Acheson**
Mount Royal University
Research presentation

**Reciprocal Risk: A Case Study of Community-University Partnership**
This presentation will explore how risk management and risk assessments can be utilized specifically for service-learning and inter-professional learning within community-university partnerships. The research questions are:

**Community Engagement for Learning at the University Level**

**Laura Ambrosio**
Stéphane Cardinal
Tracy Moore
Marguerite Souliere

**Community First: Impacts of Community Engagement on Stewart Street**
The Community First: Impacts of Community Engagement (CFICE) partnership project aims to strengthen Canadian communities through action research on best practices in community campus engagement. We ask how community campus partnerships can be undertaken in ways that maximize the value created for non-profit, community based organizations in four key areas: Poverty reduction, community food security, community environmental sustainability, and reducing violence against women. This presentation will introduce CFICE and some of our key learnings to date, followed by a detailed analysis, from two different disciplinary perspectives, of a specific project: the Active Neighbourhoods Canada Stewart Street project ([http://activeneighbourhoods.tcat.ca/neighbourhoods/stewart-street-peterborough/](http://activeneighbourhoods.tcat.ca/neighbourhoods/stewart-street-peterborough/)). Through a multi-partner committee coordinated by Peterborough Green-Up that included community members, university students and faculty, and City of Peterborough staff, the project co-created a portrait of the neighbourhood, a vision for the active transportation, and a community plan. Residents collaboratively came to understand and re-imagine their neighbourhood in ways that could accommodate pedestrians, cyclists, and vehicles and provide vibrant spaces on the community’s own terms. The project has been part of a graduate student’s thesis, the focus of which is to evaluate the participatory planning processes in the creation of the neighbourhood portrait and vision and in relation to municipal planning. The immersion of the student as a CFICE-funded researcher provided the kind of relationship building required when working with a population that has been aggrieved and marginalized by traditional planning processes.

**Peter Andrée**
Carleton University
Nadine Changfoot
Trent University
Stephen Hill
Trent University
Research presentation

**Bringing Christmas and creating single stories: preparing students for the ethical and cultural challenges of global service learning**
International volunteering is a rite of passage for millennials. From mission trips to voluntourism programs, these opportunities have become a “must do” in the bucket list of youth. What type of training universities provide for these programs? Are privilege and ethnocentrism reinforced or challenged? Preparing students for global service learning must go beyond cultural literacy and travel health. Deconstructing and questioning critical issues of north-south relations allows students to understand the complexities of these interventions.

**David Arenas**
Anny Chen
University of Manitoba
Practitioner presentations

**Knowledge Mobilization for Sustainable Partnerships: Examples from the Resilient Rural Girls Project.**
This session explores the ways we are translating research literature, and data we have generated with community partners, into highly visual content for use by diverse community groups. Such representations of data support relationships on which data generation is built and enable community activities through creating materials that work across regional, community and agency boundaries. Of note are those allowing partners to tailor resources. We summarize our Resilient Rural Girls research, present examples of our knowledge mobilization resources and offer an experience of tailoring a resource, to support an argument for the centrality of knowledge mobilization for sustainable partnerships.

**Lynn Aylward**
Deborah Day
Kelly Dye
Acadia University
Research presentations
Student Teachers’ Civic Development: Community Service-learning in Teacher Education Programs

Community service-learning for civic development in teacher education is essential, considering that teachers’ civic knowledge and political awareness influence their pedagogical practices. This study draws on data from a community service-learning project at a Canadian university involving over 1,000 high school students and 30 student teachers. Using a grounded theory approach, the authors discuss four thematic areas of student teacher identity development as a result of the service-learning project. A framework for developing extracurricular service-learning projects that support student teachers in self-authoring identities as civic educators and actors is discussed.

CSL: A Comparison between Mexican and Canadian Practices

This paper explores the Service Learning (SL) practices by Mexican and Canadian business faculties that have been constructed to encourage students to internalize the ethical behaviors while enhancing their personal and professional capabilities and the viability of community partners. Insight is provided into the social engagement philosophy of Mexico which has embedded service in health oriented programs since the 1930’s and business programs since the 1940’s. The SL practices of Canadian post-secondary institutions will be outlined, with the systems and adoption differences, both domestically and internationally, between the countries briefly addressed. The focus of the paper will be the articulation of the SS and SE strategies practices of engagement by business faculty in Mexico and Canada, and recommendations that are generated through the comparison.

The Refugee Health Initiative: a CSL program

The Refugee Health Initiative (RHI) is a unique student-led community-service program at the University of Ottawa, training medical students in caring for a diverse population, including refugees. Upon arrival, refugees experience greater healthcare needs than the general immigrant population, often due to modifiable determinants of health. Community Service Learning is an excellent learning environment for medical students to develop skills to address these issues, while benefitting community partners and refugee families. Students are trained in health advocacy and culturally sensitive care. They are matched with a newly arrived refugee family to help address issues including navigating the healthcare system with the use of a health passport, constant support, and improving health literacy. Internal evaluation of this initiative is ongoing to ensure students are obtaining meaningful experiences, and refugee families are benefiting from the help provided. Developing leadership and patient-centered tools permit sharing this innovative student-led initiative with other medical students.

Using Days of Service Projects as an Entry Point to Community Engagement

The University of Ottawa’s Michaëlle Jean Centre for Global and Community Engagement will share practices around a new initiative, Days of Service projects, which are helping the Centre connect with first year students, international students, and others. In this session, we will share our rationale for the initiative, our definition of Days of Service, our target audience for these types of projects, and the lessons learned since the initiative began in the winter 2014 semester. There will be opportunities to discuss and tools and resources will be shared – bring your USB stick.
The SLCE Future Directions Project

Twenty years ago, Edward Zlotkowski (1995) posed the question “Does service-learning have a future?” and issued a warning and a challenge to the movement: focus on the academic in order to survive and thrive. The richness of what we now understand as service-learning and community engagement (SLCE) and the complexities of how we now position it in local and global social, political, economic, cultural, and ecological contexts give rise to different questions for the coming decades. How can we best come together around the question of our work’s ultimate purposes and focus effectively on what we are trying to achieve? How can we leverage the movement to advance those ends – intentionally, inclusively, and with integrity? Such questions prompt us to reflect critically on our practices and their alignment with our goals, on our commitments and the challenges we face in bringing them to fruition, on the possibilities of our partnerships. The SLCE Future Directions Project is a co-created space for such critical reflection among all who wish to contribute their voices. A multi-perspective, multi-year, multi-venue learning community, the project is intended to stimulate and assemble ideas from new and established voices, from champions and critical friends, throughout and beyond the international SLCE community and thus to inform current and future practice. It is taking place in a variety of venues and media: an online learning community (www.slce-fdp.org), in Special Sections of the Michigan Journal of Community Service Learning, and in interactive sessions on campuses, in communities, and at professional conferences. The project encourages and organizes an ever-widening conversation about the future directions of SLCE, with an eye toward deeper understandings of ourselves, our work, and our shared and contested visions and with the intent to build our capacities to work collaboratively as agents of positive change.

Please join us! For additional information about the SLCE Future Directions Project, contact curators Sarah Stanlick (ses409@lehigh.edu) or Patti Clayton (patti.clayton@curricularengagement.com).

Abstracts

An Inquiry into the Experiences of Senior University Students Learning Through Community Service Learning (CSL) in a Capstone Discipline Specific Course

Research will be presented to inform how senior students in a discipline specific business program experienced their capstone course using the pedagogy of community service learning. Pre and post-course survey data will be analyzed and presented to further our understanding for the utility, benefits, and challenges of incorporating community service learning in business courses, specifically in a senior course which has as its focus the strategic management of human resources. The intention of the session is to present empirical data concerning the perceptions of these students to facilitate a rich conversation and to share learning and best practices from this pilot program.
## Abstracts

### The Pedagogy of Criminal Justice Internships: Integrating academic and practical experience

Abstract

The University of Saskatchewan implemented a Criminology and Addictions Internship program; towards integrating practical, professional and critical academic learning for undergraduate students. This poster presents experiential perspectives from faculty, community partners and students after the first two years of implementation. While successes include personal and professional development and hands-on learning; concerns are noted about the integration of theory to experiential practice. We note the importance of co-developing academic assignments with students and community partners in a way that benefits both, while providing a meaningful link to broader learning goals.

### The tale of a research institute: dovetailing environmental research with community engagement to realize conservation outcomes

Abstract

As an institute affiliated with Mount Royal University, the Miistakis Institute, a non-profit charitable applied research institute successfully integrates community engagement with environmental research to advance environmental outcomes. Operating at the interface between academia, policy and decision-making and community conservation the Miistakis Institute offers novel insights into how community engagement advances environmental conservation.

### First Things First – Quality Curriculum Enhances Goals, Assessments, and Learning for Transformative Community Engagement Service Learning

Abstract

In this interactive workshop, we will share examples of how clearly articulating program and course outcomes focuses and facilitates the creation of authentic assessments for student reflection on Community Engagement Service Learning (CESL) partnerships. By sharing samples of learning outcomes and corresponding assessments from various RRC programs developed in consultation with community partners, we will open a dialogue with conference participants to identify best practices and strategies to foster and sustain transformative projects. Emphasis will be on enhancing the 3 way partnership with community, faculty, and students to provide meaningful feedback on all aspects of CESL projects.

### Pathways To Deeper CSL Commitment: Providing Broad Community Opportunities for Students

Abstract

Many students seek avenues to deepen their community commitment but don’t have a roadmap to help them. Community Service-Learning at University of Alberta has developed a new program that leads students through short-term curricular placements, to an in-depth board governance internship, and a paid summer internship. This presentation will outline ways students can participate in multiple ‘communities of practice’ inside and outside non-profit community organizations. The talk will also describe the diverse objectives, motivations, and reflections by students, administrators, and community partners, including employability, humanistic interest, capacity building, and social sustainability.
Abstracts

Perceptions of employer-supported volunteering: A case study of SMEs and Not-for-Profit collaboration in Francophone Quebec

Employer-supported volunteering has mostly been studied in big corporations. However, small and medium enterprises (SMEs) constitute about 90% of the private sector. Through support to volunteering, they can participate to community well-being. This study examined the perceptions and dynamics of employer-supported volunteering in Quebec. Semi-structured interviews were conducted with non-profit representatives, employees and employers of SMEs in a metropolitan city of Quebec. Data was analyzed using a general inductive approach. Results provide insight on types of support and perceived outcomes of employer-supported volunteering, as well as facilitators and challenges of collaboration.

Experiential Learning and the Impact on Professional Identity Development of Undergraduate Social Work Students

Despite social work education being an early contributor to service-learning theory, it only recently incorporated CSL into course-based curriculum, but not in practica. This presentation highlights research conducted on the impact CSL and traditional practica have on the professional identity development of social work students in a Canadian undergraduate university.

Student Projects based on CSL and CE in Student Learning

At MacEwan University School of Business we are committed to community service learning. Our students have been undertaking community based research, consulting and business projects where they apply their knowledge of theories in textbooks and develop their professional skills. During last five years, MacEwan School of Business students have made good contribution to the community while learning. This presentation explains our community service learning projects.

CSL and Socially Empowered Learning

This paper describes an innovative, co-curricular program for pre-service teachers and presents findings from a study investigating the program as Socially Empowered Learning. First, we introduce the novel design for a program that engages future teachers to serve community-identified needs while enhancing their knowledge as educators. Then, we present the theoretical foundations of Socially Empowered Learning, and methodology used to measure program impact, with a particular interest in effects on social empowerment, entrepreneurial agency, and intellectual engagement. Student perspectives from qualitative data will be shared and preliminary findings explored. Last, future directions and recommendations for community engaged learning programs in practice will be presented.
Community Service Learning and Conservation Biology: A Natural Partnership

Conservation biology is the science that studies the factors affecting the sustainability of biological diversity. It is a goal-driven, applied science, and often students are attracted to the discipline because of its “real world” focus. This makes conservation biology a natural fit for community service learning curricula. In this presentation I discuss considerations in the design of community service learning curricula within undergraduate conservation biology courses and present case studies from two such courses offered at Mount Royal University.

This is What I Want to Tell You: Stories from the Residents of Garrison Green

In the fall, we placed six students with resident partners at the Garrison Green seniors’ centre managed by United Active Living. Each student was carefully matched with a senior by the GG staff after an interview process, and each student also had a faculty mentor here to guide the work. It's safe to say that almost none of our initial assumptions about how things should work survived the actual process; even at our first meeting we scrapped major parts of my draft outline to reflect better working practices. The residents themselves had proposed The Great Depression as a theme, but in reality those weren't the stories they most wanted to tell. As the partnerships evolved into relationships, we ended up with six very distinct creative processes and products. All of the faculty involved have significant life writing experience and were able to give great advice about the interviewing process. We were careful in selecting our students and their commitment and resilience through challenges were amazing. The six pairs each produced written work which we published in a small collection called "This is What I Want to Tell You: Stories from the Residents of Garrison Green. Alongside the written work, the art studio at GG produced illustrations of each of the written pieces. One of the written works is a children’s book, and the art studio has been producing full illustrations for that as they work towards publishing it separately.

Utilization focused evaluation as an approach to evaluating Community Service-Learning programs

Current approaches to evaluation of service-learning emphasize measuring impacts on institutions, community organizations and students. Although the impacts of service-learning are well documented, it is unclear how knowledge of impacts is utilized or, how users of evaluation findings and those surveyed are engaged in the evaluation process to produce contextually meaningful findings. The research presented here explores a utilization focused approach to evaluating service-learning, how elements of this user-centred approach may be incorporated into the evaluation process, and demonstrates some impacts of the approach and evaluation findings on the University of Alberta’s CSL program.
**Abstracts**

**Global Service Learning through our Indigenous Child Health Field School**

Global service learning and cultural safety is foundational to our 3rd year nursing indigenous child health field school. Our local-to-global course connects Canadian and Hawaiian legacy of pre-contact indigenous health, colonization, and reconciliation. Students and faculty engage preparation with Elders who share traditional teachings and practices integrating spiritual, physical, mental and emotional well-being. While in Hawai’i, service-based learning with Prince Jonah Kuhio Elementary School focuses community identified priorities for health promotion activities. Students describe this as "transformative" in their collaborative practice with community and indigenous peoples.

**Locating the “Bidirectional Hyphen” in Service-Learning: Measuring Outcomes from Volunteers and Service-Recipients in a Service-Learning Project in Hong Kong**

Against the dearth of literature on the bi-directional benefits of service-learning, i.e. benefits reaped by volunteers and the service-recipients, a mixed-methods study was conducted to examine the intrapersonal development of volunteers (n = 100) and service-recipients (n= 100) engaged in 8-weeks long voluntary service-learning services in Hong Kong. Implications of the study extend to the need for a bi-directional assessment of service-learning in the community.

**Innovative, transformative, and solution-oriented sustainability education**

Over the past seven years, the College of Sustainability has developed and implemented an innovative, transformative and solutions-based curriculum for sustainability education. The College is designed to nurture and empower tomorrow’s change makers by providing a common space for faculty and students to investigate today’s complex sustainability challenges through experiential learning and community engagement. The fourth-year ‘Capstone’ course gives student teams a year-long opportunity to collaborate with local government, industry, and community agency partners on real-world social, environmental, and financial sustainability issues.

**Animated stories with undergraduate mothers in Saskatoon: navigating university, inner city and home worlds**

Undergraduate mothers in Saskatoon with lived experience of poverty collaborate to create an animated graphic narrative. The animation aims to make space for an under-represented student subpopulation, tracing strategies of survival among university, inner city and home worlds. The presentation will focus on the foreground and background of student stories through animation to distil complex intersections to cultivate empathy and deeper understanding within the university to better support inner city students. The animation format is an innovative means to share with citizens of the inner city how to use community support to claim fairer health and education outcomes within system forces.
Abstracts

Student Experiences with Campus-Community Engagement: Impacts and Challenges
This presentation examines how effectively universities facilitate student interaction with communities. Conflicting roles students often have as members of academia while also earning low incomes will be reviewed. The presenters will discuss diverse experiences with campus-community engagement internal and external to the CFICE project, such as through student placements, extra-curriculars and classroom learning, citing findings from an interactive workshop in Windsor, Ontario. Barriers to implementing effective student community involvement will be discussed, including student and faculty preparedness, opportunities, resources, knowledge and willingness to engage in community partnerships.

Preparing for full-time occupational therapy fieldwork through community engaged learning: Articulating our Learning
Occupational therapy students in Canada are required to participate in 1000 hours of clinical fieldwork hours. In preparation for their full-time placements, occupational therapy students at Dalhousie University engage in a part-time, community-based learning experience, in which pairs of students attend a community agency 1 day per week for a term. During this placement, student engage in a community project and attend weekly tutorials with an occupational therapist. The course culminates in an integration project in which students articulate the integration of their course-based learning with their community experiences. Strategies to deepen student learning are shared and evaluated.

Untangling the Learning Lexicon: When Experiential Learning leads to Transformative Learning
Coming from over a decade of working with service-learning programs for international development agencies and working now with experiential learning in the university setting, this presentation will draw on both practitioner experiences and empirical research to discuss service-learning partnerships with international NGOs. Key to success in these partnerships is for universities to be transparent about the intentions and desired outcomes of service-learning programs. For this to be done well, universities need to be able to identify the distinct but complimentary relationships between experiential learning, service-learning, critical pedagogy, and transformative learning.

Reaching beyond the self: an exploration of pedagogical strategies and practices to enable transformation learning in a community service-learning course.
For students who have mastered the economization of time/effort/performance of traditional higher education, the non-linear and unpredictable learning and service in CSL contexts can be an emotionally laden educational experience! Competing responsibilities and interests, and/or the aggressive pursuit of grades alongside the less conventional forms of assessment in CSL, can preclude transformative learning. This research uses inductive analysis of bi-weekly reflection logs to explore pedagogical practices that can support students to reach beyond themselves to meaningfully engage with the community. Emerging themes will be examined alongside Kiely’s Transformational SL Process Model (2005).
Abstracts

Janette Leroux
Queens University
Practitioner presentation

An overview of the pedagogical goals and methods of a capstone community service-learning course
This poster will present the many pedagogical goals and methods underlying a capstone CSL course for Queen’s University Health Studies majors. Pedagogical goals include; integrating old and new knowledge/skills, innovation in bringing together resources, information, voices and ideas, and iii) engagement as an active participant in service and learning. Pedagogical methods include: the use of group-based learning in an active learning classroom; facilitated self-directed learning; regular formal and informal feedback; formative and personalized assessment; self-reflection activities and discussions - all of which is intended to lessen the distance between the classroom and the community.

Darren Lund
University of Calgary
Kari Grain
University of British Columbia
Lianne Lee
University of Calgary
Research presentation

Infusing social justice in professional education: Engaging diverse children and youth through critical service-learning
Our presentation highlights an approach to teacher education that focuses on developing “cultural humility” among pre-service teachers and enhancing their understanding of the intersectional identities of children and youth from diverse backgrounds. The presenters participated in a collaborative partnership that engages community agencies, campus groups, and a university’s faculty of education to include a critical service-learning placement as part of a Bachelor of Education course. In this community-initiated and led partnership, pre-service teachers engage with immigrant and refugee children and youth, LGBTQ identifying youth, children and youth with disabilities, and those from Indigenous communities.

Katharine McGowan

Indiginizing Social Innovation
The need to Indigenize curriculum in Canada is pressing: not only do the Truth and Reconciliation recommendations (2015) demand it, but education itself has been recognized as a potential avenue out of poverty and dependence for Indigenous peoples (Stonechild, 2006). However legitimate questions have been asked over the accessibility and applicability of traditional class-based educational paradigms and subject matter. Based on the (albeit limited) courses currently on offer in Canada, the emergent social innovation pedagogy bears several points of commonality with Indigenous pedagogies, including emphasis on experiential learning, strong community connections and work therein, personal reflection and collaborative work. Indigenous pedagogies and ways of knowing cannot and should not be slotted into a Euro-centric educational paradigm (Battiste, 2008). Yet the sympathies between the two suggest an educational ecotone – the overlapping space between two systems – a potential space for pedagogical innovation where philosophies and worldviews might learn from each other for the benefit of Indigenous and non-Indigenous students alike. As Bissett explores what MRU’s Indigenization plan means for a business education, we need to examine this educational ecotone and its implications for how we empower future social entrepreneurs to build resilience and sustainability in their communities through the lens of CSL and CE.
Abstracts

**GIS for CSL: Geographic Information Systems as a means of driving undergraduate community service learning.**

Geographic information systems (GIS) provide a spatial approach to solving problems, by analyzing and comparing mapped layers of data. Many communities can be considered through a spatial perspective, whether they are communities of people, municipalities, or of landscape, and can benefit from the complex analysis afforded by a GIS. At the same time, students learning about GIS benefit from being involved in community service learning because it adds meaning to their work by addressing authentic problems with real and often complex data. Motivation is strongly enhanced when students realize their results will inform real decision making.

**Developing an approach to fostering place attachment through CSL**

Place attachment is a new lens through which we can understand some of the impacts of Community Service-Learning (CSL) on our students and community partners. By exploring the bonds that students make to the places of their community engagement, we can better understand CSL’s ability to achieve some of the citizenship education goals that many post secondary institutions espouse. This paper will present findings from a mixed-method study combining semi-structured interviews, document analysis of course syllabi, and student surveys and will argue that the development of place attachment in CSL courses can have a positive impact on student learning outcomes.

**Identifying and challenging presuppositions in a pre-CSL training module for University of Ottawa students working with local vulnerable communities.**

Since the creation of the CSL program in 2004, we have placed hundreds of students in CSL placements. This poster will describe two goals of our project: 1) create pre-service training modules that seek to identify and challenge presuppositions a student may have with regard to the populations they serve. Through reflective activities, training, and a scenario-based quiz, students will enhance their learning on issues such as poverty, gender, mental health, and racialized communities; and 2) this poster will describe a process for evaluating these pre-service training tools.

**Bringing Deep, Pervasive & Integrated to Community Engagement Centers: An Organizational Journey**

This session describes a transformational process that can place through an organizational journey; the evolution of deepening and integrating community engagement into the culture of the institution. The workshop will help community engagement practitioners locate themselves in the practices of their institutions and develop new structural moves and new things to say to deepen and integrate community engagement where they are.
Judith Owens-Manley  
University of Alaska Anchorage  
Teaching/curriculum design presentation

Civic Engagement Through Philanthropy: Learning by Giving at UAA
This session describes a pair of classes in Civic Engagement & English (Technical Writing) that work with community agencies; English students improve their writing skills and prepare grant proposals, and Civic Engagement students review the proposals and make awards after learning the history of philanthropy, understanding the world of non-profit management and getting familiar with community issues. A pilot project and initial grant of $2,000 for students to award progressed to an upper division course in civic engagement and ongoing commitments for $10,000 and (4) $2500 awards each year.

Joe Pavelka  
Mount Royal University  
Workshop

Canoes for Peru and Life along the Trail: Community Engagement Impact in Film
Community engagement is a critical aspect of community service learning. The following session provides visual insights into community engagement in the Peruvian Andes and Amazon in relation to a Canadian post-secondary field school. The Mount Royal University International Field School to Peru has been operating in-country since 2008. In that time meaningful local relationships have been formed to mutual benefit. This session provides visual insight into the Canoes for Peru program – a program of contributing canoes from Canada toward local and educational benefit and the Salkantay Trail project – a project to support community based tourism development on one of the key routes in Peru’s Machu Picchu. Both projects involve a blend of teaching – community development and scholarship but the focus of this presentation is the visual presentation of the impact. A the time of writing the Canoes for Peru film has been accepted into fourteen (14) film festivals around the world and is the recipient of two awards.

David Peacock  
University of Alberta  
Research presentation

CSL and ‘First Generation’ Students
As recent OECD statistics indicate, the expansion of higher education systems across much of the world, including Canada, has led to the participation of a more socioeconomically diverse cohort of students in undergraduate degree programs than has historically been the case. Despite this, little is known about how ‘First Generation’ university students participate in CSL during their university experience. This presentation will highlight research at the University of Alberta that seeks to understand the experiences of some First Generation university students in CSL courses, and how CSL programming both attracts but also potentially becomes problematic for students from low-income backgrounds.
The Community’s Classroom: Humanities 101 at the University of Alberta

In this workshop, we present Edmonton’s Humanities 101 program. Humanities 101 is a free university level course that brings together a wide range of learners designed to be accessible to people with all levels of education. This workshop features facilitators, lecturers, community partners and learners as co-presenters. Often, people remain involved in the program over many years, and presenters explore what they find compelling and important about Humanities 101 and why people continue to return. The workshop includes a condensed mock class to demonstrate the pedagogical model of Humanities 101 and a dialogue about the experience of the simulated class.

Community-Campus Partnerships in Anti-Violence Against Women work.

There are many reasons why communities or community groups and academics would want to become involved in community-engaged research. Community members and organizations can build their strategic networks by forging connections with academics that can last well beyond the partnership; they can enhance their capacity for research, mentorship, and partnership engagement, which may then be used strategically to attract more funding or support existing programs and advocacy. For academics, an important rationale is provided by the ethical imperative of directly involving communities in research that affects them. Working directly with community members means the inclusion of populations or areas that have been overlooked, underrepresented, or misrepresented by academic research in the past. It is an attempt to ensure that the research will be relevant and useful to the community.

Can Global Citizenship Be Taught? Examining the efficacy of the Service Learning program at Centennial College

What is the agenda for student mobility or education abroad programs? With the increased focus on Global Citizenship as a crowning virtue and intended curriculum outcome in post-secondary education, it challenges higher education institutions to conceptualize, organize and implement activities to realize these goals. Drawing upon a research project at Centennial College on global experiences, this session will stimulate dialogue on how best to conceptualize Global Citizenship within service learning opportunities and outline best practices to develop, design and operationalize international service learning experiences that integrate transformative learning and equity outcomes.

Engaging Sociological Imaginations: Community Service-Learning and Student Engagement in Collaborative, Community-Based Research

Sociology at Red Deer College provides learners with opportunities to collaborate with community organizations. The two approaches used - Community Service-Learning and Independent Study research – offer practical experience with problem solving social troubles and collaborative investigation. Both approaches serve the mutual interests of academia and community. For one, students are challenged to make practical applications of theory and method. Second, stronger communities are built through capacity building, co-learning and knowledge democracy. This paper will summarize evidence of these two outcomes and it will present an assessment of the community impact and conditions for success.
Abstracts

Collaboration between information design students/faculty Mount Royal University and the department of emergency medicine on the topic of knowledge translation and the “choosing wisely” campaign. We will discuss collaboration with respect to Knowledge Translation and the “Choosing Wisely” Campaign using information graphics. The information graphic holds a rich tradition in the field of medicine. Indeed, Fritz Kahn, often considered the father of info-graphics, was a physician and pioneer in the field. This presentation will demonstrate how working with a community client provides the driving force behind a project. Emergency physicians may seem like a small audience; however, the impact of the Choosing Wisely campaign and the general public is large.

Knowledge Mobilization through Post-Secondary Student Engagement with the Community
As part of the Knowledge Mobilization hub of SSHRC-funded research project Community First: Impacts of Community Engagement (CF:ICE), this Victoria-based team is examining the impact of UVic students’ experiential learning on not-for-profit community organizations. The project team consists of representatives from the WIN Cooperative (Women in Need), Cool Aid, the Inter-Cultural Association of greater Victoria (ICA), and Volunteer Victoria in collaboration with a University of Victoria-based team. Working collaboratively the team has identified good practices and lessons to learn in order to improve the knowledge co-creation and mobilization between university and community.

Child Health Student Nurses with Public School Communities
The Calgary Board of Education has welcomed our 3rd year child health student nurses for practicum placements since 2004. This community placement is important because children spend most of their time at school learning health literacy, situating student nurse learning in a developmentally typical context. Nursing faculty and students collaborate with school principals, teachers, staff, children, families, and broader community supports, offering a rich learning environment with people of diverse ages, cultures and roles. We work together on priorities identified by the school community to enhance well-being. While we informally engaged in community service learning (CSL) for many years, we sought formal CSL course designation in 2013. This meaningful experience has led to a global school placement. The impact for student nurses is significant, as they learn to collaborate with a child, family and community-centered approach. Moreover, feedback from our school partners has been overwhelmingly positive, as school health outcomes are improved through this CSL experience.

“The Whole of Human Relations:” Learning More than Art, More than Making
“The Child Taken” partnership art project was initiated by the Saskatoon Tribal Council (STC) in 2013 with students in the Department of Art and Art History, University of Saskatchewan, to commemorate Indian Residential Schools (IRS). Professor Susan Shantz led the 3-week summer class in 2013. The resulting artworks have been shown across the country in galleries and at STC events over the past two years. Shantz and Aboriginal student artist, Nicole Paul, will discuss this project in an illustrated slide lecture. Paul will also discuss the impact of the project on the subsequent direction of her artwork for her BFA exhibition, "Keeper of the Voice."
Abstracts

“There is no everyday life:** thinking about CSL creative writing and research classes, Indigenous resurgence and anti-racism from Treaty Six.

Idle No More and Indigenous concepts of resurgence, self-determination and treaty strongly influence the CSL creative research classes that I facilitate. During Canada’s Federal Election, and the Conservative government’s acceleration of Islamophobia, it became necessary to consider anti-racism movements in relation to decolonization. The question that I will consider, within the context of Indigenous scholars Leanne Simpson, Glen Coulthard and Sylvia McAdam and alongside Stefano Harney and Fred Moten’s The Undercommons: Fugitive Planning and Black Study, is how do discussions of Indigenous resurgence and anti-racism connect and disconnect? What can we make of these differences and mutuality?

Community Service Learning; assisting business faculty to enhance social & economic development

This workshop explores the role played by universities in supporting development in their regional economies. As provincial economies struggle to adapt to a rapidly changing global economy, while simultaneously grappling with severe demographic shifts, policymakers have turned to the province’s post-secondary institutions as a potential source of innovation and applied research, and a training ground for the next generation of entrepreneurs. While research and development capacity is undoubtedly an economic driver we argue that universities teaching and local engagement roles are equally important to the generation and dissemination of knowledge necessary to sustain a continuous learning culture. Only by recognizing and strategically harnessing their three core roles of research, teaching, and local engagement will universities be capable of reaching their full potential in supporting regional development, and the region’s transition to a knowledge economy. Discussion will focus on:

1) Why and how could scholars participate in community service experiential learning and what is needed to overcome limitations on their participations.

2) Why and what is needed to support community entities (Business, NGOs & Government) to participate with IHEs in community service experiential learning What in particular is needed to overcome limitations to their engagement?

Tracing Lives: Exploring possibilities of using body mapping in HIV education

Post-secondary students in health care fields rarely have experiential learning opportunities to understand the social aspects of HIV and HIV related stigmas. In response, we introduced a body mapping process to nursing students who had the opportunity to engage in personal reflections in relation to facilitators living with HIV/AIDS. The facilitators led body mapping drawing exercises and reflective discussions in the classroom, challenging the typical patient/health educator relationship. We highlight the potentials for body mapping as a democratizing teaching tool in health care education and as a method of addressing HIV related stigma in students and future health care providers.
Abstracts

*Sage Savouries Social Enterprise: Critical Progressions for Success in Student-Engagement and Community-University partnership*

As University and community practitioners, we often judge the value of a CSL partnership by the product that the organization and student create at the end of the academic term. Yet, the roots of a successful project are often found through a number of progressions – the evolution of a working framework, the learning curves within mentorship development, and cultural shifts inside an organization’s approach to CSL. Through the case of Sage Savouries – a social enterprise that involved students in the development of an operationalized marketing plan – we identify critical progressions for successful CSL projects.

*Criminal Justice in Northern Canada: How a field school to Nunavut can set a path for students*

The CRJS field school to Rankin Inlet Nunavut was the first of its kind for the Criminal Justice Degree Program at MRU. The field school consisted of classroom time and local site visits followed by two weeks in Rankin Inlet with justice service agencies, the local food bank, and engagement with the Rankin Rock girls under 18 hockey team. Going to Rankin was the medium with which students could transform their knowledge of theory into practice and beyond.

*Community Service Learning in Nunavut: Accomplishments and lessons learned from the criminal justice field school to Rankin Inlet*

The field school to Rankin Inlet Nunavut was the first of its kind for the Criminal Justice Degree Program at Mount Royal University. The field school consisted of four weeks in the classroom and site visits then two weeks in Rankin Inlet working with justice servicing agencies and members of the community. Developing such a field school was not without hurdles despite it being a national (versus international) trip with students. This poster will outline various accomplishments and difficulties within the development and planning phase, the fundraising phase, and the implementation phase of this unique and rewarding field school.

*The impact of intensive CSL on university students: a mixed methods study*

Our presentation is based on findings from a mixed methods study looking at the impact of service learning on students at the University of Alberta. In 2013, 525 undergraduate students who participated in a CSL course completed an online survey. In addition, 30 students who completed a certificate in CSL as part of their undergraduate degree completed a similar telephone survey. Individual and focus group interviews were then conducted with 21 students, (including 14 certificate students). Our presentation discusses findings with a focus on the impact of CSL on students based on differences in the intensity of their CSL participation.

*SCiP (Serving Communities Internship Program)*

The Serving Communities Internship Program (SCiP) brings Alberta’s non-profit organizations and post-secondary students together to make a difference in their communities. SCiP internships are meaningful, skill-based opportunities providing mutual benefit to both non-profit organizations and post-secondary students:

- Non-profit organizations gain added talent and human capacity so that they can better achieve their missions;
- Post-secondary students gain skills, experience, and networks, along
Abstracts

Margot Underwood
Mount Royal University
Research presentation

Operationalizing a conceptual model for partnership and collaboration in global service learning
This research operationalized the Leffers and Mitchell’s conceptual model for partnership and sustainability in global health with nursing students, host partners and peer mentors participating in the 2014 and 2015 Dominican Republic field schools that involved significant service learning. Mixed methods gathered quantitative (questionnaires) and qualitative (focus groups) data during 2014 and 2015 from Canadian (n=25) and host partners (n=25). Data identified the value of socio-cultural and language preparation, along with the importance of cultural brokers, cultural humility, appreciative approaches, and trusting relationships. The conceptual framework provided a foundation for openness and...

Charlene VanLeeuwen
University of Prince Edward Island
Poster

Understanding Community-based Learning Experiences of Kenyan University Students in a Human Service Program
Community-based learning (CBL) experiences are widely utilized for university students to connect theory to practice, however there is little Kenyan research. The purpose of this poster is to outline current knowledge, discuss various theoretical perspectives and identify gaps in our understanding of Kenyan university students’ lived experience of community-based learning. This work is informed by Experiential and Reflective Learning; Liberal and Emancipatory Education; and Post-colonial and Anti-colonial Frameworks as well as contextual influences associated with colonialism and its residue, issues of power and current pressures and trends faced by higher education systems in Kenya.

Bessa Whitmore
Richard Marquardt
Carleton University
Teaching/curriculum design presentation

Voices from the field: A case example of community-campus engagement from the perspective of community based partners.
What does community engagement look like from the field? How does it work from that perspective? What works well, what are the limitations? A staff member from a community based organization (CBO) offers his (or her) experience with fourth year undergraduates taking a Capstone seminar at Carleton University. The seminar instructors will offer their perspectives, having taught the seminar (for two different specializations) for over a decade. Data collected in debriefing sessions with CBOs over the years supplement the perspective.

Dorothy Woodman
University of Alberta
An To
Edmonton Mennonite Centre for Newcomers
Teaching/curriculum design presentation

Learning as Encounter: Enabling "World-Making Entanglement" Through CSL
A representative from the Edmonton Mennonite Centre for Newcomers and an English instructor will explore how their collaboration co-created learning-as-encounters (“contingent, chance element[s] of existence” -- Badiou) among student, text, and service. Course material supported reflections on ideological forces in play for immigrants and refugees. Students considered their own experiences as newcomers, and/or their anxieties and ideologies. Service became a lens through which to encounter texts. Collectively, these expanded text-based learning from a trajectory of learning-acquisition and competency development to, using Haraway, a “world-making entanglement.”

Roxanne Wright
Allison Chris
University of Toronto Theresa Suart
Jennifer McKenzie
Queens University

Community-Engaged Service-Learning in Foundational Medical Education: Two Case Studies
Formalizing opportunities for service-learning is increasingly important to schools of medicine, for inherent merits to learners and communities, and for accreditation purposes. In the past three years, the University of Toronto and Queen’s University have developed and implemented innovative service-learning curricula, both for pre-med and pre-clerkship students, intended to ensure an early focus on the importance of community-engaged thinking and practice in the careers of new physicians. Linking community-based experiences to other foundational topics including the social determinants of health allows both programs to create an impactful and lasting opportunity to open minds.
Panels

1. Perspectives regarding Indigenous curriculum and CSL projects

Panelists will comment on their role in the developing innovative curriculum and the deepening of collaboration with Indigenous communities.

**When:** Lunch Panel May 25, Lunch starts at 12:00 pm   Panel starts at 12:20 pm

**Where:** Ross Glen Hall

**Facilitator:** Cynthia Gallop, CACSL Conference Academic Chair

**Panelists:**
Yvonne Poitras Pratt PhD
Jessie Loyer
Shalene Jobin, PhD

Inter-organizational (IOR) Collaboration in Environmental Sustainability: Community Engagement and Learning Benefits

In this panel session, case studies in environmental sustainability collaboration will be presented from the views of each participating organization. The Miistakis Institute, government and industry came together to develop environmental sustainability outcomes in support of wildlife biodiversity in Alberta. Panelists will comment on their role in the collaboration, its success and some of the challenges that were managed.

**When:** Wednesday, May 25, Dinner starts at 6:00 pm   Panel starts at 6:30 pm

**Where:** Ross Glen Hall

**Panel Moderator:** Connie Van der Byl, PhD

**Panelists:**
Dana Duke
Coutney Hughes
Susan Patey LeDrew
Tracy Lee

Lunch Panel May 26, 2016   Changemaking

This interactive panel will explore how a building a campus-wide culture of ‘changemaking’ can support service learning vision of students, educators and communities learning and working together to strengthen individuals and society. We will provide insight into the Changemaker Roadmap process at MRU, as well as how community development, activism and social innovation and entrepreneurship contribute to a culture of changemaking.

**When:** Thursday, May 26, Lunch: 12:00  Panel starts at 12:20 pm

**Where:** EC 2010

**Facilitator:** James Stauch, Director, Institute for Community Prosperity

**Panelists:**
Jill Andres
Katharine McGowan
Brent Oliver
Volunteer Opportunity- Director, Canadian Alliance for Community Service-Learning

CACSL seeks an individual passionate community service-learning's role in supporting healthy, resilient, inclusive community through community campus collaborations that support the community organizations in their work and provide opportunities for deep learning for students.

CACSL Mission

CACSL provides leadership to strengthen and promote community service learning in Canada by supporting and connecting CSL practitioners and community capacity-builders. CACSL supports the active participation of students, educators and communities contributing to positive community social change through campus community engagement. We raise awareness, promote CSL, support practitioners, and research into the effective practice of CSL.

CACSL is supported by a volunteer Steering Committee that meet via teleconference. CACSL is currently housed at Carleton University.

As the position is volunteer you can set your own hours. The key aspects of the position include:

- Co-Manage with Carleton University Community First: Impacts of Community Engagement a SSHRC funded research project.
- Maintain and update blog and website
- Initiate opportunities for CSL practitioners and researchers to connect: Biannual conference in collaboration with Volunteer Canada, Workshops at C2U Expo, Webinars, etc.
- Liaison with other organizations with an interest in community campus partnerships (E.g. Talloires Network, CCPH, CBRC, Knowledge Mobilization Institute, Federation of the Humanities, CAFCE, CAUCE, Colleges and Institutions Canada, Universities Canada etc.)
- Manage the CACSL Steering Committee, membership drive, and day to day operations.

For more information please contact Geri Briggs, geri@communityservicelearning.ca retiring director. Geri will be at Impact for Sustainability so you can have connect to ask about the joys and challenges of managing a volunteer led organization. We will want to have expressions of interest submitted by June 30, 2016 with a replacement in place by September 2016.

Note: Ideally, the individual's organization would also see themselves in having a leadership role in community campus engagement an be willing to provide support. Organizations could be colleges, universities, or not for profit associations.
Off -Site Visits

(Bagged lunches for trips available in Ross Glenn Room 1040)

The Ann and Sandy Cross Conservation Area

Trip Leader: Lynn Moorman

The Ann and Sandy Cross Conservation Area (ASCCA) is a beautiful 4,800 acre site nestled in the rolling foothills immediately southwest of Calgary. The ASCCA supports educational visits from over 5,000 Calgary-area students each year and provides habitat for critters such as beaver, cougar, deer, bear, bluebirds, frogs and salamanders, to name a few. In 2015, the ASCCA partnered with a Mount Royal University CSL class to investigate how mapping technology projects could assist the ASCCA in their land management decisions. Students completed projects relating to forest regrowth, archaeology, trail placement, and trail safety. Join us on a walk on the wild-side as we journey across the landscape and learn not only about how CSL projects were conducted here, but also the local geology, biology, and palegeography of this area, and enjoy the breathtaking views of the Rocky Mountains.

On campus visit to Iniskim Centre May 27 (9 am—11:20 am)

The Iniskim Centre offers programs and services to increase the engagement and success of Indigenous students while raising awareness of Indigenous peoples and cultures. Mount Royal University is located on the traditional lands of the Blackfoot people, the Niitsitapi. The centre recognizes and respects the diversity of all Indigenous peoples of Canada.

The Inskim Centre is here to encourage Indigenous students throughout their program of study and provides resources such as academic and cultural support, academic advising, writing and learning supports, and scholarship information. It also offers unique programs, such as an on-campus program for high school students from isolated communities to create a level of comfort and understanding of post-secondary education options. Programs include:

**Aboriginal Science and Technology Education Program**

This program is a comprehensive support system designed to support students as they work towards a career in science and technology.

**Aboriginal Education Program**

Preparing students pursuing post-secondary education with three levels of study providing upgrading in Math, English, and Native Studies, and Science.
Aboriginal Student Housing
Join the supportive community of the Indigenous and non-Indigenous students while you live on campus. There are single units and family units at affordable rates and all students in the program gather for monthly social events for fun and meaningful activities.

Medicine Trail (Naato’ohsokoy) Program
Students visit the coordinator and can be a part of small and large group cultural teachings or for support and guidance. The Centre offers a place and the resources to smudge each morning and hosts various ceremonies throughout the year. The coordinator also will support your professors by connecting them with wisdom keepers, elders, or resources.

Student Success Program
You may use many of the resources of the centre such as counseling services, library support, writing and learning supports, scholarship information, instructor office hours and tutorials. The Iniskim centre supports new students through a peer mentorship program. Peer mentors aim to help new students feel comfortable, be successful students and make connections with other students. New students are matched with experienced, trained students.

Nakoda Youth Council Field Trip (Friday, May 27th from 11:45am to 5pm)
Trip Leader: Cynthia Gallup
Up to twenty-five attendees will be provided a bagged lunch, and driven out to the Nakoda Nation, which is approximately 35 minutes West of Calgary. The field trip will arrive back in Calgary at 5pm. Attendees will be hosted by the Nakoda Youth Council. This Council is made up of Nation members between the ages of 14 and 30 years of age. The council operates as an ad hoc committee of volunteers and concerned citizens from the youth and young adult population of the three Nations to discuss issues pertaining to the Nation, its operation, its business/finances and its political affairs. Part of their work and mandate includes actively supporting the Youth Engagement Strategy, which began in response to the rise in gang activity within the Nation. Youth Council members will provide a brief history and overview of the Nakoda Nation (what makes it unique from other Nations in Alberta, etc.). They will also provide a brief history and overview of the Nakoda Youth Council (why and how it began, activities, successes, and challenges). Entertainment, including traditional games and dances will also be a part of the field trip.

Sustainability Food Calgary Field Trip (Friday, May 27 from 11:35 am—5 pm)
Trip Leader: Christian Cook
This field trip celebrates the effort by Alberta farmers to deliver good and fair food to diverse markets. These farms have been certified for organic, biodynamic, and grass-fed status. We will leave MRU by bus at 11:45 – be ready to load at 11:35. Pick up your bagged lunch in room RG 1040 at 11:30. We will be back to MRU around 5pm.

We will head to Chinook Honey Company and Chinook Arch Meadery in Okotoks for a tour, then travel to the Saskatoon Farm in De Winton for a tour of their greenhouses, café, and general store., then to the edge of Calgary to visit Seeds to Greens. Christian Cook, an MRU professor and food sustainability enthusiast, will be the on-bus facilitator.
Sustainability Food Calgary Field Trip (continued)

Chinook Honey Company  www.chinookhoney.com

Chinook Honey Company started as a beekeeping hobby in 1995 with just two hives on a small acreage south of Calgary, Alberta. For Art Andrews the bees not only pollinated his garden but also provided stress relief from his full time job as an airline pilot. Assisted by his wife Cherie, the tiny apiary quickly expanded. In 1999 they built a proper ‘Honey House’ in the midst of a nectar laden alfalfa field south of Okotoks, Alberta– a heaven for the bees, and room to store equipment and extract the honey crop. In June 2004 their enthusiasm for everything related to bees took another step when Cherie and Art opened a small retail store in their ‘Honey House’ after Cherie’s full time airline job was moved to Toronto.

The store has expanded a few times since those days and now also includes Chinook Arch Meadery. After personally working with the Alberta Gaming and Licensing Commission, commercial sales of Mead (honey wine) were approved in 2006. Art had already been perfecting his mead recipes for many years so the opening of the Meadery in 2007 was a natural progression. Since then their list of meads has grown; they include unique styles such as Iced Mead and Bochet and they have won numerous national and international medals.

Saskatoon Farm  www.saskatoonfarm.com

Paul and Karne Hamer have a large nursery with green houses, buffalo herd on the range, and a café and general store. As well as growing seedlings in their greenhouse, Paul and Karen Hamer also operate their own U-pick orchard. With 50 acres of U-pick saskatoon orchard, each summer people from all over southern Alberta visit the Saskatoon Farm to pick fresh saskatoons and to enjoy a day in the country! The saskatoons are usually ready for picking about mid July and we invite everyone to come and enjoy saskatoon pie in their Cafe and Gift Shop or in the old fashioned General Store in their western town, located at the U-pick orchard during U-pick season.

Operating as a family business we enjoy having our families helping in our General Store serving the best homemade saskatoon pie imaginable! We also sell thirst quenching cold drinks, tea and coffee. We offer delicious soups, sandwiches and additional hearty breakfast and lunch items for those who happen to venture by with a hunger on!

The general store sells Saskatoon and Chokecherry syrup, Saskatoon jam, vinaigrette, bucking hot sauce and saskatoon honey, buffalo sausages and burger and have farm fresh eggs gathered daily!

The cafe seats up to 100 people inside and up to 40 on the beautiful shaded patio when weather permits.

Seeds to Greens  www.seedstogreens.ca

Seeds to Greens is a Community Supported Agricultural (CSA) program that produces fresh, locally-grown vegetables and is owned and operated by ourselves, Dick and Sue Pearson. Our farm is located just outside the SE corner of Calgary's city limits, and each week, during the growing season, we deliver a bounty of fresh and flavourful produce to our CSA members.

Dick is an experienced, third generation farmer who uses sustainable farming methods to protect the soil resources. Our growing standards reflect our commitment to the environment, healthy soil and quality food.
Call for Chapters

The anthology, *Impact for Sustainability: Community Service Learning in Canada*, will be a national book published by Brush Publication. This edited collection will address the gap in Canadian literature by uniting academic and community scholars in a volume of essays devoted to critical conversations about the shape of Community Service Learning and Community Engagement practice and theory in our country. This publication will showcase the rigorous research and perspectives of Community Service Learning stakeholders, as well as supplement the first national Community Service Learning publication associated with the Canadian Alliance for Community Service Learning 2012 and 2014 conferences “CSL in Canada: Critical Conversations”. Specifically, *Impact for Sustainability: Community Service Learning in Canada*, will highlight Canadian CSL and CE projects which involve:

- Understanding the impact of CSL on students in a Canadian Post-Secondary Institution
- Exploring the impact of Humanities courses when combined with Community Engagement practices
- Socially Empowered Learning and Community Engagement
- Community First’ Approaches to Community-Campus Engagement

We are seeking several more chapters. Accepted contributors are from institutions such as University of Victoria, University of British Columbia, Mount Royal University, University of Calgary, University of Alberta, University of Ottawa, Carleton University, and the Michaëlle Jean Centre for Global and Community Engagement.

Please send your abstract or completed paper to Cynthia Gallop at cgallop@mtroyal.ca by the end of June, we anticipate first drafts by the end of August.
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<tr>
<th>Room</th>
<th>Ross Glenn 1050</th>
<th>EC 2010</th>
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<tr>
<td>8:30 – 9:00</td>
<td>Opening Ceremony &amp; Blessing</td>
<td>Casey Eaglespeaker and Victoria Calvert</td>
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<tr>
<td>9:00 – 10:15</td>
<td>TransCanada Forum: Workshops led by Patti Clayton—Integrating Critical Reflection and Assessment to Generate, Deepen, and Document Learning</td>
<td>Closed session for members of Volunteer Canada Network only</td>
<td>Chelsea Wellness: Current practices, frameworks, and recent research on community-based experiential learning 50 minutes Sitelle Cheskey, Hernan Franco: The Refugee Health Initiative: A CSL Program. 30 minutes</td>
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<td>Coffee/Tea</td>
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<td>10:30 – 12:00</td>
<td>Workshop continues</td>
<td>Closed session continued</td>
<td>Stephen Hill: Community service learning through a set of conceptual frameworks, reflecting social licence 1 hour Victoria Calvert &amp; Halia Valadares: CSL: A comparison between Mexican and Canadian Practices. 30 Minutes</td>
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<td>12:00 – 1:30</td>
<td>Lunch starts at 12:00 pm</td>
<td>Panel starts at 12:20 pm</td>
<td>Yvonne Poitras Pratt: Service Learning program in First Nations schools 1 hour Christine Stewart: “there is no everyday life:” Thinking about CSL creative writing and research classes, Indigenous resurgence and anti-racism from Treaty Six. 30 minutes</td>
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<td>1:30 – 3:00</td>
<td>SoTL Workshop with Patti Clayton: Revisioning SoTL for Community Service-Learning / Community Engagement</td>
<td>Workshop facilitated by Volunteer Canada: Creating the Potential Session sets the scene for open dialogue and productive networking between academic CSL Faculty and Volunteer Centres.</td>
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<td>3:00 – 3:15</td>
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<td>6:00 – 8:30</td>
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| Margot Underwood:  
*Operationalizing a conceptual model for partnership and collaboration in global service learning.*  
Scharie Tavcer:  
*Criminal Justice in Northern Canada: How a field school to Nunavut can set a path for students.* | Karsten Mundel:  
*Developing an approach to fostering place attachment through CSL.*  
Paul Khiatani, Elaine Jacky:  
*Locating the “Bidirectional Hyphen” in Service-Learning: Measuring Outcomes from Volunteers and Service-Recipients in a Service-Learning Project in Hong Kong.* |
| David Peacock:  
*CSL and ‘First Generation’ Students*  
Sarah Jiwa:  
*Utilization focused evaluation as an approach to evaluating Community Service-Learning programs.*  
Krista Robson, Choon-Lee Chai, Marisa Van Bavel:  
*Engaging Sociological Imaginations: CSL and Student Engagement in Collaborative, Community-Based Research.* | Lynn Sutankayo, Elaine Kelly, Karen McDonald:  
*Sage Savouries Social Enterprise: Critical Progressions for Success in Student-Engagement and Community-University Partnership.*  
Jill Flaman:  
*Pathways To Deeper CSL Commitment: Providing Broad Community Opportunities for Students.* |
| David Arenas  
Anny Chen:  
*Bringing Christmas and creating single stories*  
Daniel Leonard:  
*Untangling the Learning Lexicon: When Experiential Learning leads to Transformative Learning* | Bessa Whitmore  
Richard Marquardt:  
*Voices from the Field*  
Glen Ruhl  
Stephanie VandenBurg  
*Knowledge Translation Project* |
| Makarand Gulawani:  
*Student Projects based on CSL and CE in Student Learning*  
Lise Kouri, Lisa Erickson:  
*Animated stories with undergraduate mothers in Saskatoon: navigating university, inner city and home.*  
Lynn Aylward, Deborah Day, Kelly Dye:  
*Mobilization for Sustainable Partnerships: Examples from the Resilient Rural Girls Project.* | Cynthia Gallop  
*Experiential Learning and the Impact on Professional Identity Development of Undergraduate Social Work Students*  
Heidi Lauckner, C. O’Keefe:  
*Preparing for full-time occupational therapy fieldwork through community engaged learning: Articulating our Learning* |
| Louise Lemyre  
Celine Pinsent  
Myriam Beaudry, Alexandra Guay-Charrette | Lisa Semple  
Andrea Kennedy  
Robert Catena  
Tammy Sherrow  
Lynn Sutanklayo |
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<th>Time</th>
<th>EC 2010</th>
<th>Ross Glenn 1050</th>
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| 9:00 – 10:15 | Leah Hamilton: Community engaged research and the social and economic integration of immigrants in Canada 45 minutes  
Fran Childs: Using Days of Service Projects as an Entry Point to Community Engagement 30 minutes | Katherine Topolinski  
Volunteer Alberta: Serving Communities Internship Program                         |
|              |                                                                          |                                                                                |
| 10:15 – 10:30| Coffee/tea                                                               |                                                                                |
| 10:30 – 12:00| Peter Andree, Nadine Changfoot, Stephen Hill: Community First: Impacts of Community Engagement on Stewart Street 1 hour  
Aaron Kozak, Omar Elsharkawy, Amanda Lefrancois: Student Experiences with Campus-Community Engagement: Impacts and Challenges 30 minutes | Roberta Lexier, Melanie Rathburn  
Clarifying the definition of global citizenship and providing a new framework for understanding the process 1 hour  
Yasmin Razack, Shaila Arman: Can Global Citizenship Be Taught? Examining the efficacy of the Service Learning program at Centennial College |
| 12:00 – 1:30 | Lunch begins at 12:00 pm                                                | Panel starts at 12:20 pm                                                       |
| 1:30 – 3:15  | Volunteer Canada Workshop 2  
Culture of Experience  
In this session, examples of brokering models for Community-Campus engagement are shared, and strategies for developing partnerships are discussed | James Stauch, Jill Andres:  
How community development, activism and social innovation and entrepreneurship contribute to a culture of change-making. |
| 3:15 – 3:30  | Coffee/tea                                                               |                                                                                |
| 3:30 – 5:00  | Volunteer Canada Workshop continued.                                      | Kathy Sanford, David Monk, Christopher Geater, Hong Fu: Knowledge Mobilization through Post-Secondary Student Engagement with the Community.  
Jennifer Bergen, Lorna McLean, Hoa Truong-White: Student Teachers’ Civic Development: Community Service-learning in Teacher Education Programs |
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<th>Ross Glenn 1060</th>
<th>EC1065</th>
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| Alison Taylor, Milosh Raykov:  
*The impact of intensive CSL on university students: a mixed methods study*  
Laura Ambrosio, Stéphane Cardinal  
Tracy Moore, Marguerite Souliere:  
Community engagement for learning at the university level | David Stuewe  
Mark Vonnahme  
Stéphane Cardinal  
Geri Briggs:  
Workshop *Community Service Learning; assisting business faculty to enhance social & economic development* | Janette Leroux  
*Reaching beyond the self: an exploration of pedagogical strategies and practices to enable transformation learning in a community service-learning course.*  
Leann Acheson  
*Reciprocal Risk: A Case Study of Community-University Partnership* |
| David Hytenrauch, Alexandra Daignault, Christopher Shalom:  
*This is What I Want to Tell You: Stories from the Residents of Garrison Green*  
Dorothy Hill:  
*Community Service Learning and Conservation Biology: A Natural Partnership*  
Lynn Moorman  
*GIS for CSL: Geographic Information Systems as a means of driving undergraduate community service learning.* | Economic Development workshop con’t | Joe Pavalca  
*Canoes for Peru and Life along the Trail: Community Engagement Impact in Film*  
1 hour  
Georgia Klien  
*Innovative, transformative, and solution-oriented sustainability education* |
| Darren Lund, Victoria Calvert,  
David Peacock:  
*CSL in Alberta: Practices, Issues and Opportunities*  
1 hour | Anna Przednowek, Manuela Popovici,  
Diana Majury  
*Community-Campus Partnerships in Anti-Violence Against Women work.*  
45 minutes | Judith Owens-Manley:  
*Bringing Deep, Pervasive & Integrated to Community Engagement Centers: An Organizational Journey.*  
Judith Owens-Manley:  
*Civic Engagement Through Philanthropy: Learning by Giving at UA* |
| Darren Lund, Kari Grain, Lianne Lee  
*Infusing social justice in professional education: Engaging diverse children and youth through critical service-learning*  
45 minutes | Lisa Prins, Katie MacDonald, Jay Friesen  
*The Community's Classroom: Humanities 101 at the University of Alberta*  
1 hour |  |
| Patti Clayton  
The SLCE Future Directions Project | Andrea Kennedy, Carlee Knight, Chelsey Krelleer:  
*Global Service Learning through an Indigenous Child Health Field School*  
Katherine McGowan  
*Indiginizing Social Innovation*  
Roxanne Wright, Dr. Allison Chris, Theresa Stuart, Jennifer McKenzie:  
*Community-Engaged Service-Learning in Foundational Medical Education: Two Case Studies* | Danah Duke:  
*The tale of a research institute: dovetailing environmental research with community engagement to realize conservation outcomes.*  
Dorothy Woodman, An To:  
*Learning as Encounter: Enabling "World-Making Entanglement" Through CSL*  
Susan Shantz, Nicole Paul:  
*The Whole of HumanRelations: Learning more than Art, More than Making.* |
SCHEDULE: Day 3 Friday, May 27, 2016

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<th>Time</th>
<th>EC2010</th>
<th>Ross Glenn 1050</th>
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| 9:00 – 10:15 | Wrap-up session with Patti Clayton  
Continuing our own SoTL Journeys: Questions, Collaborators, and Next Steps | Brittany Harker Martin  
Lianne Lee  
An innovative, co-curricular program for pre-service teachers is described, and findings from a study investigating the program as Socially Empowered Learning are presented |
| 10:15 – 10:30 | Coffee/tea |  |
| 10:30 – 11:30 | Workshop continued | Craig Edwards  
First Things First – Quality Curriculum Enhances Goals, Assessments, and Learning for Transformative Community Engagement Service Learning |
| 11:30   | Closing Ceremony and Blessing |  |

Field Trips Commence: Bag lunches available in RG 1040 for people heading to Cross Conservation, Nakoda, and Food Sustainability trips.

Special Thanks to our Conference Sponsors:

- Mount Royal University  
Institute for Community Prosperity
- Mount Royal University  
Faculty of Arts
- Mount Royal University  
Faculty of Communication Studies
- Volunteer Bénévoles Canada
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<th>Iniskim Centre</th>
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| Volunteer Canada workshop  
Collaboration Leads to New Opportunities  
This session is an opportunity to dialogue and network.  
Participants will be encouraged to explore common goals and identify new ways of working together, long after the conference wraps-up. | Visit to the Iniskim Centre  
9 am—11:20 am |
|               | Workshop continued. | Participants will be returned to Ross Glenn for closing ceremonies |

Field Trips Commence: Bag lunches available in RG 1040 for people heading to Cross Conservation, Nakoda, and Food Sustainability trips. Please Register for Field Trips at Conference Registration.

For Conference Sponsors

- Mount Royal University
- Institute for Scholarship of Teaching and Learning
- Institute for Environmental Sustainability
- Bissett School of Business
**Staying on Campus?**

**Park in Lot 1** (Permit Issued with accommodation)

**West Residence**

Loading/Unloading area in green

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**Visitor and Daily Parking Rates:**

Payment Methods: Paystations accept Cash, Visa or Mastercard transactions.

Ease Gate Parkade and Lot 2 use a Pay on Foot System. Parking Under 30 min is complimentary.

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<th>Hourly</th>
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<th>Evening/Saturday</th>
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<tr>
<td><strong>East Gate Parkade</strong></td>
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<td><strong>Lot 2</strong></td>
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Paystations for the East Gate Parkade are located on levels P1, P2 and P3.

Paystations for Lot 2 are located at the West Gate and Recreations entrances.

Lot 7 uses a **Pay and Display** system, located outside of the south entrance of the Taylor Centre. (Coin, Visa or MasterCard ONLY).

Lot A & B use a **Pay and Display** System and charge a flat day-rate (Coins, Visa or Mastercard only).
Conference Location: Ross Glen Hall (EC Building)

Food Outlets:

**Wyckham House**: Saj’s Flatbread, Booster Juice, Vanelli’s, Dairy Queen, Edo Japan, Good Earth, Subway, Mucho Burrito, Thai Express, Zen Vietnamese, The Hub (Licensed)

**Main Campus**: Tim Hortons, Level 1 (see map)
Starbuck’s, Level 1

**EA Building**: Jugo Juice

Recreation Centre: Hours 6 am - 11 pm Daily.
Day Pass $11