Community Service-Learning in Canada:
A Scan of the Field

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Canadian Association for Community Service-Learning
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1. Executive Summary

There is a growing interest in the topic of community service-learning (CSL) in Canadian post-secondary institutions. As defined by the Canadian Association for Community Service-Learning (CACSL), Community Service-Learning (CSL) is an educational approach that integrates service in the community with intentional learning activities. Within effective CSL efforts, members of both educational institutions and community organizations work together toward outcomes that are mutually beneficial.

This study is an overview of the emerging CSL field in Canada providing a sense of where CSL programs and courses are currently being implemented across the country. In addition, information was gathered from community agency networks to determine their impressions of CSL. The report outlines the key findings from the surveys administered to curricular and co-curricular practitioners, and community agency networks.

The survey results suggest that there is important groundwork to be done to educate faculty, student affairs professionals, and community agencies on what CSL is, the roles of each partner, as well as the goals and outcomes of CSL for the student, institution, and community. The data also suggests the CSL field is truly national in character with CSL courses and programs being implemented in all regions of the country.

The Canadian CSL field is at an exciting juncture. A diverse cross-section of practitioners across the country possess varying levels of expertise while exhibiting a strong desire to network and connect with one another, sharing resources and information related to CSL. However, the survey also demonstrates that CACSL has important work ahead: connecting practitioners; developing resources; linking national, provincial, and local organizations and associations; helping to develop research on CSL.

2.   Introduction

There is a growing interest in the topic of community service-learning (CSL) in Canadian post-secondary institutions. As defined by the Canadian Association for Community Service-Learning (CACSL), Community Service-Learning (CSL) is an educational approach integrating service in the community with intentional learning activities. Within effective CSL efforts, members of both educational institutions and community organizations work together toward mutually beneficial outcomes.

CSL is an educational model for both course-based and co-curricular (i.e., not course-based) initiatives. This report will reflect data from both co-curricular and curricular CSL programs.

The purpose of this study was to scan the CSL field within Canadian post-secondary institutions, gathering data on curricular and co-curricular programs to determine what kinds of CSL activities were being undertaken. In addition, data was gathered from community agency networks to determine their impressions of the impact of CSL. The scope of this study is preliminary and exploratory. It provides CACSL with information that will contribute to a greater understanding of the CSL programs and courses that exist in Canada. It will also assist in determining future research directions and a resource development agenda.

The report will identify key findings from the survey in three major categories: curricular practitioners; co-curricular practitioners; and community agency networks. Data obtained from both an initial survey and a follow-up survey are presented for both curricular and co-curricular practitioners. The methodology for the survey is included in Appendix A.

3.   Key Results

3.1 Initial Survey of Curricular Practitioners

Forty separate responses were received from curricular practitioners representing 30 universities and colleges from all regions of the country. Institutions represented in the survey data in this section include:

British Columbia
- Douglas College
- University of British Columbia
- Thompson Rivers University (2 respondents)

Alberta/ Saskatchewan/ Manitoba
- Lethbridge Community College
- University of Calgary
- University of Alberta
- University of Saskatchewan, St. Thomas More College
- University of Manitoba (5 respondents)

Ontario
- Brescia University College
- University of Western Ontario (3 respondents)
- Wilfrid Laurier University
- University of Guelph (2 respondents)
- Trent University (2 respondents)
- Sir Sanford Fleming College (2 respondents)
- Queen's University (2 respondents)
- University of Ottawa
- Carleton University

Quebec
- Université du Québec à Montréal
- Université du Québec à Trois Rivières

Atlantic Region
- Acadia University (2 respondents)
- Dalhousie University (3 respondents)
- St. Francis Xavier University (3 respondents)
- University of Prince Edward Island (2 respondents)

3.1.1   Length of Implementation

Respondents were asked how many years their CSL course has been offered at their institution and were presented with a list of possible answers. Some respondents selected more than one option if they were involved with more than one course or program at their institution.

Table 1: Implementation Time of Curricular CSL

Response	Number of Respondents	Percentage of Respondents (Denominator = 40)	Percentage of Responses (Denominator = 45)
Still in development	9	22.5%	20%
Less than one year	2	5%	4.4%
1-2 years	4	10%	8.9%
3-5 years	15	37.5%	33.3%
Over 5 years	15	37.5%	33.3%

Total Respondents: 40
Total Selections: 45

3.1.2   Institutional Support

Respondents were asked their opinion on the support they received from Senior Administration at their institution. Respondents were provided with a list of possible answers and asked to check all answers they felt applied to their situation. Respondents were also asked to indicate any other forms of support not listed in the survey.

Table 2: Support Received from Senior Administration for Curricular CSL Programs

Response	Number of Respondents	Percentage of Respondents D = 40	Percentages of Responses D = 81
Endorsement from their university president or provost	17	42.5%	21%
Encouragement and support to faculty to develop community service-learning courses	13	32.5%	16%

Hiring professionals to coordinate and facilitate the development of community service-learning	13	32.5%	16%
Directing structural and financial resources to CSL on your campus	9	20%	11.1%
I have not received support from Senior Administration for CSL courses at my institution	6	15%	7.4%
Other forms of support (see below)	23	57.5%	28.4%

Total Respondents: 40
Total Selections: 81

Other forms of support reported fell into four main categories:
- Initiation, administrative and financial support from the community
- Support from their Faculty or Department
- Initial support from senior administration with a recent reduction in resources
- Provincial government support

3.1.3 Major Challenges in Developing and Implementing CSL Initiatives

Respondents were asked an open-ended question inviting their comments on the major challenges they have faced in implementing CSL initiatives on their campus. Thirty-one respondents offered their comments. Some respondents offered more than one comment.

Funding was indicated most often (12 respondents) as a challenge to the development of CSL courses. This included faculty and staff time to dedicate to CSL, as well as access to resources to hire a central CSL coordinator. Similarly, time to dedicate to CSL courses, and a lack of administrative/ office support were cited as challenges.

Some practitioners (8 respondents) indicated that garnering support from faculty and university administration has been challenging, citing colleagues' perceptions of CSL as a 'soft' concept or pedagogy.

Other challenges noted less often included:
- Managing logistical requirements such as transportation, ethics clearance, waivers, scheduling, and recruitment (4 respondents)
- Ensuring an appropriate fit between the community agency and the student (3 respondents)
- Evaluating student learning while maintaining standards of academic rigor (2 respondents)
- Balancing the needs of both the community organizations and the learning objectives of the course (2 respondents)
- Monitoring student involvement in the community (1 respondent)
- Communication with the community agencies (1 respondent)
- Faculty support and incentives (1 respondent)
- Successful marketing of CSL to students (1 respondent)

3.1.4 Effective Incentives for Faculty Members

Respondents were asked an open-ended question inviting their comments on meaningful incentives meant to encourage faculty members to consider CSL in their teaching activities. Twenty-nine respondents offered their comments.

Fourteen practitioners suggested faculty support and incentives related to increased funding for CSL initiatives. Suggestions included:
- Recognition of time spent on-site with community educators as contact time within their faculty role

- Release time for CSL courses and payment for coordination duties associated with CSL courses
- Small grants for CSL course development and/ or adaptation of existing courses to include CSL
- Funding for support staff, a staff person, and/ or central office to support faculty in their efforts

Six practitioners remarked on changes needed to the promotion and tenure process. Suggestions included:
- Clearer definitions of service and teaching within the role of faculty members, assigning them the same weight as research and publishing
- 'Service' for faculty must encompass service to the community as well as administrative service within the institution
- Changing the composition of assessment committees to include teaching specialists, students and community leaders in order to successfully judge teaching and the value of service
- A national initiative to change the tenure process.

Six practitioners noted that additional support was needed from university administration. This includes encouragement and endorsement from their Dean and/or Department Head, in addition to support and endorsement of university presidents.

Three practitioners felt more information about the benefits of CSL to all parties (students, faculty, administration, community agencies) is needed to increase awareness of CSL.

3.1.5   Information and Training

Curricular practitioners were asked to rate a listing of information and training resources according to their level of helpfulness in effectively designing and delivering CSL courses.

Table 3: Helpfulness of Information and Training Resources in Designing and Delivering CSL Courses

	Not helpful		Somewhat helpful		Neutral		Helpful		Very Helpful	
	#	%	#	%	#	%	#	%	#	%
CSL definitions and principles of good practice	1	2.6%	3	7.7%	5	12.8%	9	23.1%	21	53.8%
Designing CSL service placements	1	2.6%	2	5.1%	7	17.9%	11	28.2%	18	46.1%
CSL course design	1	2.6%	1	2.6%	2	5.1%	18	46.1%	17	43.6%
Risk Management	2	5.1%	1	2.6%	9	23%	14	35.9%	13	33.3%
Assessment of students learning in CSL courses	0	0	1	2.6%	3	7.7%	12	30.8%	23	60%
Reflective Practice	1	2.6%	1	2.6%	2	5.1%	17	43.6%	18	46.1%
Experiential Education Models	1	2.6%	0	0	8	20.5%	16	41%	14	35.9%

Total Respondents: 39
Denominator = 39

3.1.6   CSL Resources

Survey respondents were asked to rate a listing of resources for their level of helpfulness in the design and implementation of CSL courses.

Table 4: Helpfulness of CSL Resources in Designing and Delivering CSL Courses

	Not helpful		Somewhat helpful		Neutral		Helpful		Very Helpful	
	#	%	#	%	#	%	#	%	#	%
Sample syllabi	1	2.6%	1	2.6%	3	7.7%	19	48.7%	15	38.5%
Sample forms	0	0	0	0	6	15.4%	19	48.7%	14	35.9%
Reflection activities	1	2.6%	1	2.6%	5	12.8%	16	41%	16	41%
Assessment tools	0	0	0	0	1	2.6%	17	43.6%	21	53.8%
CSL articles/ books/ current research	0	0	1	2.6%	2	5.1%	22	56.4%	14	35.9%
CSL specialist as liaison	2	5.1%	0	0	6	15.4%	14	35.9%	17	43.6%
Network with professional peers with CSL experience	0	0	0	0	5	12.8%	15	38.5%	19	48.7%

Total Respondents: 39
Denominator = 39

Respondents were also provided with the opportunity to indicate any resources not already mentioned in the survey they have utilized in the design and implementation of their CSL course(s). Eight respondents indicated the following:
- Canadian-specific materials
- Research on outcomes of community service-learning courses
- Resources on financial assistance, and how to develop sustainable external funding
- Community-based research models
- CSL Specialist/Coordinator position descriptions
- Information on the provincial and national CSL field
- Assistance in creating community awareness
- Resources on how to begin and administer a CSL centre or program

3.2 Follow-Up Survey of Curricular Practitioners

In addition to the survey open to all curricular practitioners across the country, a small number of practitioners who had run programs/courses for over three years with established program/course goals and objectives were invited to comment further on how their program/course is administered. They commented on: the mechanisms they employ in areas of student support; community partnerships; evaluation and assessment of their program/course; and the professional support needed to effectively administer CSL programs/courses. Due to the emerging nature of the field, results are limited to the responses of seven institutions, with one respondent per institution.

The following institutions completed the follow-up survey:
- University of British Columbia
- Lethbridge Community College
- University of Alberta
- University of Western Ontario
- Wilfrid Laurier University
- University of Ottawa
- St. Francis Xavier University

3.2.1 *Factors Considered Important in Designing a CSL Program/ Course*

Respondents were asked to ascribe a level of importance to a list of factors they consider in designing their CSL program or course.

Table 5: Importance of Factors Considered in Designing Curricular CSL Programs/ Courses

Response	Not important at all	Somewhat important	Neutral	Important	Very important	N/A
Opportunities for students to demonstrate academic learning	0	0	0	2	5	0
Opportunities for students to demonstrate civic learning	0	0	0	3	4	0
Developed course goals and learning objectives	0	0	0	2	4	1
Support from Senior Administration	0	1	0	1	4	1
Faculty support and incentives	1	0	0	1	4	1
Diverse and ensures accessibility to all students	0	0	0	2	4	1
Structured opportunities for reflection	0	0	1	2	4	0
Defined clear roles for all involved in the course	0	0	1	2	4	0
Student support incentives and recognition	0	0	0	3	4	0
Community agency support incentives and recognition	0	0	1	1	5	0
Faculty support incentives and recognition	1	0	0	2	3	1
Criteria for selection of service placements	0	0	1	3	2	1
Regular monitoring and supervision of students	0	0	0	3	4	0
Assessment and evaluation	0	0	0	2	4	1
Adjustment of course workload to accommodate for community service-learning experience	0	0	2	4	1	0

Total Respondents: 7

3.2.2   Student Support

Respondents were asked to check all responses describing the methods of student support used in their CSL course or program.

Table 6: Methods of Student Support for Curricular CSL

Response	Total
Partnership with student services department to offer support and resources	0
Communications across and outside campus	1
Teaching assistantships	2
Opportunities for reflection and discussion	6
Opportunities to provide and receive regular feedback	5
Peer-to-peer support (e.g., team leaders senior students partnered with new students etc.)	4
Other: • Support from student interns • Support varies depending on faculty member • Weekly journal entries	3

Total Respondents: 7

3.2.3   Risk Management

Respondents were asked how they screen students prior to their community service experience. They were asked to check all answers that applied.

Table 7: Methods of Screening Students Prior to a Curricular Community Service Experience

Response	Total
No screening process is utilized	0
Reference check	2
Police records check	4
Interview	3
Must meet specific criteria (please specify under Other below)	1
Screening is the responsibility of the community partner	2
Other: • Criteria depends on placement (4 respondents) • Child welfare check • All students must have previous volunteer experience (though some placements are reserved for students with no previous experience)	6

Total Respondents: 7

Respondents were asked what kind of supervision they have in place for participants in their CSL course or program. They were asked to select all answers that applied.

Table 8: Supervision of Participants in Curricular CSL Programs

Response	Total
Regular site visits from university faculty and/or staff	3
Ongoing on-site supervision from community agency representative	5
No supervision	0
Other: • CSL Manager checks in at the CSL placement agency • Community liaison partner visits and/or contacts each agency midway through placement and all partners are encouraged to call the office if they would like an onsite visit • Contact is maintained with all community partners, students write journal reflections each week, site visits occur once or twice a semester	3

Total Respondents: 6 (one respondent skipped question)

Respondents were asked what precautions and measures they have in place to ensure student safety in the service placements. They were asked to check all answers that applied.

Table 9: Precautions and Measures taken to Ensure Student Safety in Curricular Service Placements

Response	Total
Training workshops	4
Regular supervision	3
Site visits	4
Transportation	0
Risk management policies and procedures	2
Other: • Orientation at the beginning of the placement • Each community partner provides an orientation and training with each student. The first two classes are dedicated to preparing students for their placement. • No precautions in place (2 respondents)	4

Total Respondents: 7

3.2.4 Training

Respondents were asked about the training delivered to students involved in their CSL course or program. They were asked to check all answers that applied.

Table 10: Type and Duration of Training Provided to Students Involved in CSL Courses

Response	Total
Online training	1
1-5 hours of training	1
1 day of training	0
2 or more days of training	1
We do not provide training for students in the course	2
Other: • Classroom orientation • Orientation at the beginning of placement • Each community partner provides an orientation and training with each student. The first two classes are dedicated to preparing students for their placement • Varies by course	4

Total Respondents: 7

3.2.5 Reflection

Respondents were asked to indicate the kinds of opportunities provided to students to reflect on their service experience. They were asked to check all answers that applied.

Table 11: Types of Reflection Opportunities Provided to Curricular CSL

Response	Total
Journaling	6
Small group discussions	5
Large group discussions	4
Readings	4
Structured activities	3
Written course evaluation[1]	6
Other: • Term paper where the placement experience is incorporated into the paper • Exams have open ended questions asking students to provide an example from their placement that illustrates a concept or theory at work	2

Total Respondents: 7

Respondents were asked how they facilitate student learning and development in their CSL course(s) or program. They were asked to check all answers that applied.

Table 12: Means of Facilitating Student Learning and Development in Curricular CSL Opportunities

Response	Total
Readings	4
Training workshops	2

[1] It is not known exactly what form the course evaluation may take. For example, it could be a standardized evaluation for all courses in the department or specific to the CSL course.

Resources on community and social issues	6
Regular reflection	6
Other	0

Total Respondents: 7

3.2.6 Accessibility and Diversity

Respondents were asked an open-ended question inviting their comments on the kinds of measures they have in place to ensure accessibility for students and to ensure diversity within the course.

- One respondent indicated there were no measures in place
- Four respondents indicated all students are welcome and accommodated within the program as issues arise
- One respondent indicated that this piece is managed by the CSL placement site
- One respondent indicated that all students meet with the CSL coordinator prior to entering the community service site and discuss any accessibility options at that time

3.2.7 Community Partnerships

Respondents were asked to indicate the kinds of community organizations with which they have CSL partnerships. They were provided with a list of options and asked to check all applicable options.

Table 13: Types of Community Organization Partnerships for Curricular CSL

Response	Total
Health and well-being	6
Social justice	6
Poverty and homelessness	7
Support for children and youth	5
Support for the elderly and seniors	5
Animal welfare	2
Environmental issues	5
Media and the arts	5
Education	6
Other	0

Total Respondents: 7

Respondents were asked to indicate the kinds of support provided for their community agency partners. They were provided with a list of options and asked to check all applicable options.

Table 14: Types of Support Provided to Community Agency Partners in Curricular CSL

Response	Total
Regular phone or email communication	7
Regular in-person meetings	5
Resources and materials for community agency	5
Training and orientation workshops	2
Other: • Maintaining close relationships with partners, allowing them to opt out of placement during a year they feel particularly overburdened with student volunteers • Service Learning intern facilitates the	2

orientation and support the students on site	

Total Respondents: 7

3.2.8 Evaluation and Assessment

Respondents were asked to indicate how feedback is collected from participants in their CSL course or program. They were provided with a listing of options and asked to check all applicable answers.

Table 15: Means of Collecting Feedback from Participants in Curricular CSL

Response	Total
Written and on-line surveys by participants	5
Written and on-line surveys by community agencies	5
Written and on-line surveys by service recipients	2
In-person observation and interviews	4
Focus groups	4
Pre/post tests on specific competencies and/or measurement of personal attitudes	2
Content analysis of student reflection journals, listserv discussions, community site feedback	4
Other: • Surveys at the beginning and end of the term for students/faculty/community, focus groups, and plans for in-depth case studies in the future	1

Total Respondents: 7

Respondents were asked what elements are evaluated within their CSL course or program. They were provided with a list of options and asked to check all applicable answers.

Table 16: Evaluated Elements within CSL Courses

Response	Total
Student experience at community agency	5
Student learning in service placement (development of knowledge and/or skills)	6
Student learning in classroom	7
Classroom teaching	4
Impact on community	3
Impact on community agencies	4
Overall experience of students	6
Overall experience of community agency partner	5
Other: • Faculty are included in all assessment processes • Students are evaluated based on class participation, journals, and two essays. They must complete the CSL component to pass the course.	2

Total Respondents: 7

Respondents were asked which stakeholders provide feedback on their CSL courses or programs. They were provided with a list of options and asked to check all applicable answers.

Table 17: Stakeholders who Provide Feedback on CSL Courses

Response	Total
Students	7
Community organizations	6
Community members	3
Faculty	5

Teaching assistants	2
Other	0

Total Respondents: 7

3.3 Initial Survey of Co-curricular Practitioners

Eighteen separate responses were received from co-curricular CSL practitioners, representing 16 universities and colleges from all regions of the country.

British Columbia
- University of British Columbia
- Simon Fraser University

Alberta/ Manitoba/ Saskatchewan
- University of Calgary
- University of Alberta (2 respondents)
- University of Saskatchewan

Ontario
- Nipissing University
- Wilfrid Laurier University
- University of Guelph
- Conestoga College
- McMaster University
- University of Toronto at Mississauga
- University of Toronto (2 respondents)
- Brock University

Atlantic Region
- Saint Mary's University
- St. Francis Xavier University
- Memorial University of Newfoundland

3.3.1 Length of Implementation

Respondents were asked how many years their CSL program had been offered at their institution and presented a list of answers.

Table 18: Implementation Time of Co-curricular CSL

Response	Total	Percentage
Still in development	4	22.2%
Less than one year	2	11.1%
1-2 years	3	16.7%
3-5 years	5	27.8%
Over 5 years	4	22.2%

Total Respondents: 18
Total Responses = 18
Denominator = 18

3.3.2 Institutional Support

Respondents were asked their opinion on the support received from Senior Administration at their institution. Respondents were provided with a list of possible answers and asked to check all answers they felt applied to their situation. Respondents were also asked to indicate any other forms of support not listed in the survey.

Table 19: Support Received from Senior Administration for Co-curricular CSL Programs at Respondent Institutions

Response	Number	Percentage of Respondents D = 18	Percentage of Responses D = 32
Endorsement from university president	6	33.3%	18.75%
Hiring professionals to coordinate and facilitate the development of service-learning	6	33.3%	18.75%
Directing structural and financial resources to CSL on your campus	8	44.4%	25%
Has not yet received institutional support	6	33.3%	18.75%
Other: • CSL is used as a residence training vehicle • Integral part of university's vision and strategic plan • Resources were made available to hire professional staff to	6	33.3%	18.75%

research and facilitate development of CSL. While support is high, fiscal realities are a barrier. • Through a referendum, students voted to financially support experiential education and these student funds are matched by the Dean of the Faculty • Funded from Office of the Provost • Currently 15% of portfolio			

Total Respondents: 18
Total responses: 32

3.3.3   *Challenges in Developing CSL Initiatives*

Respondents were asked an open-ended question to identify the key challenges in developing CSL initiatives at their institution. Challenges identified by respondents fell into four main categories.

Financial challenges were most often cited (8 respondents) as the primary challenge in developing CSL initiatives at their institution. These included human as well as monetary resources, as well as securing ongoing and sustained funding.

A common challenge (5 respondents) centred around developing connections with other staff and faculty on campus. This included challenges such as: generating staff and faculty interest in CSL; collaborating with other campus groups doing similar work; finding faculty members to collaborate with; developing partnerships between academic and non-academic units; and garnering widespread support for CSL across the campus which can be more difficult in a decentralized institution.

Working within the community setting was cited as a challenge (6 respondents). More specifically, respondents noted as challenges meeting the community's needs, developing community trust, and finding appropriate service placements in the community.

Program logistics such as student safety, transportation, and scheduling for students was noted by two practitioners, and garnering institutional support was identified by one practitioner.

3.3.4   *Resources*

Respondents were asked to indicate which resources they are currently using to aid in the development and implementation of their CSL program. Respondents were provided with a list of options and were asked to check all applicable answers.

Table 20: Resources Utilized in the Development and Implementation of Co-curricular CSL

Response	Number	Percentage of Respondents D = 18	Percentage of Responses D = 84
Canadian Association for Community Service-Learning (CACSL) Listserv	11	61.1%	13.1%
Additional Listserv (please specify under 'Other')	4	22.2%	4.8%
CSL practitioners in Canada	10	55.5%	11.9%
CSL practitioners in the U.S.	5	27.8%	5.95%
Books, articles, or other print resources (please specify under 'Other')	14	77.8%	16.7%
CACSL website	11	61.1%	13.1%
Additional Websites (please specify under Other)	6	33.3%	7.1%
Resources you have developed for your own program (please specify under Other)	6	33.3%	7.1%
CACSL consultations	3	16.7%	3.6%
Additional consultations	2	11.1%	2.4%
Other:	12	66.7%	14.3%

• Working with interested students, working with community liaisons • Listervs: Community-Campus Partnerships for Health, Campus Compact, campus listservs; Publications: Michigan Journal for CSL, AAHE's SL in the Disciplines; Websites: Campus Compact • Volunteer Manual • Books and resources from US conferences • Websites: USC, Stanford, San Francisco State, U Penn; manuals for student leaders • Developed materials and goals with agencies • National Service Learning Clearinghouse • Print resource on impact of CSL on student development • Course reader, self developed resources			

Total Respondents: 18
Total responses: 84

Respondents were asked to rate a listing of resources based on their level of helpfulness in the design, implementation and evaluation of CSL programs at their institution.

Table 21: Helpfulness of Resources in Design, Implementation and Evaluation of Co-Curricular CSL

	Not helpful at all		Somewhat helpful		Neutral		Helpful		Very helpful	
	#	%	#	%	#	%	#	%	#	%
Program descriptions from other universities	0		1	5.5%	1	5.5%	10	55.5%	6	33.3%
Sample forms	0		2	11.1%	3	16.7%	8	44.4%	5	27.8%
Reflection resources	0		0		2	11.1%	5	27.8%	11	61.1%
Evaluation tools	0		0		1	5.5%	8	44.4%	9	50%
CSL articles / books / recommended readings	0		0		1	5.5%	14	77.8%	3	16.7%
Listservs	0		1	5.5%	7	38.9%	7	38.9%	3	16.7%
Web links	0		0		2	11.1%	13	72.2%	3	16.7%
CSL models	0		0		2	11.1%	11	61.1%	5	27.8%

Total Respondents: 18
Total responses: 18

Respondents were also asked to add other suggestions for resources they felt would be helpful in the design and implementation of CSL programs. These included:
- One-day conferences
- Opportunities to dialogue with agencies and other academic institutions
- Networks of practitioners and researchers organized according to themes or topics of interest and expertise
- Ongoing information about the CSL activities of other institutions, the resources they are investing and the number of students engaged.

3.4 Follow-Up Survey of Co-Curricular Practitioners

In addition to the survey open to any co-curricular practitioners across the country, a small number of practitioners who had programs established for over three years, and who had established program goals and objectives were asked to provide further information. They were invited to comment further on: how their program is administered; the mechanisms they employ in areas of student support; community partnerships; evaluation and assessment of their program; and the professional support needed to effectively administer CSL programs. Due to the

emerging nature of the field, these results are limited to the responses of five institutions with one response for each institution.

The following institutions completed the follow-up survey:
- University of British Columbia
- University of Guelph
- McMaster University
- St. Francis Xavier University
- Memorial University of Newfoundland

3.4.1 Administrative Structure

Respondents were asked to indicate the nature of the structure in place to provide advice and support for their CSL program and service placements in the program. Respondents were provided a list of options and asked to check all applicable answers.

Table 22: Structures to Provide Advice and Support for Co-curricular CSL Programs and Service Placements

Response	Number
Advisory board, council or committee	3
Centre, offices, or department for community service-learning and/or community service	2
Centre, office, or department for volunteerism	1
Dedicated staff or faculty positions for community service-learning	3
Other: • Aiming to grow CSL across campus by developing decentralized and faculty-based expertise and commitment to CSL.	1

3.4.2 Important Factors in Designing a CSL Program

Respondents were asked to ascribe a level of importance to a listing of factors considered in designing their CSL programs.

Table 23: Importance of Factors Considered in Designing Co-curricular CSL Programs

	Not important at all	Somewhat important	Neutral	Important	Very important	N/A
Diversity and accessibility	0	0	0	1	4	0
Flexibility in scheduling service placement	0	0	0	2	2	1
Structured opportunities for reflection	0	0	0	2	3	0
Clear objectives for the program	0	0	0	0	5	0
Defined roles for all involved in the program	0	0	0	0	5	0
Student support incentives and recognition	0	0	1	1	3	0
Community agency support incentives and recognition	0	0	0	0	5	0
Criteria for selection of service placements	0	0	0	1	4	0
Training for students	0	0	0	2	3	0
Training for community agency partners	0	0	0	2	3	0
Regular monitoring and supervision of student participants	0	0	0	2	3	0
Assessment and evaluation	0	0	0	2	3	0
Providing 'next steps' for student participants to continue volunteering	0	0	1	2	2	0

Respondents were provided with the opportunity to add any factors not listed in the question considered to be important in designing their CSL courses. Other factors listed as important were:
- The value of the learning opportunity for students
- The ability of the community organization to provide support to the student
- The type of service activity and its benefit to the community
- Selecting programs that attract diverse participants and partners from a broad spectrum of society
- Transportation needs of the student
- Previous experiences with the community partner

3.4.3 Student Support

Respondents were asked what kind of support and incentives are offered to students involved in their CSL program. Respondents were provided with a list of options and asked to select all answers that applied.

Table 24: Support and Incentives Offered to Students Involved in Co-curricular CSL

Response	Total
Opportunities for reflection and discussion	5
Recognition	4
Opportunities to provide regular feedback	4
Peer-to-peer support (i.e. team leaders, senior students partnered with new students, etc.)	2
Other: • One day orientation to all new students; reading material on the community context and the different ways to respond to community needs; and safety guidelines • Reflection and discussion usually the responsibility of the faculty member, and to some extent the community partner; formal opportunities for feedback twice a term, and we are open to informal feedback at any time; recognition through weekly stories in the student paper	2

Respondents were asked how students were recognized in their CSL program. They were provided with a list of options and asked to select all answers that applied.

Table 25: Recognition of Students in Co-curricular CSL

Recognition event (i.e. banquet)	2
Recognition token (i.e. certificate, plaque)	1
Gifts (i.e. flowers, books, music)	0
Cards or personal notes	2
Awards	1
Co-curricular transcript	0
Conferences or other opportunities for knowledge and skills development	1
Providing leadership opportunities in your program	5
Involving them in training new volunteers/ students	4
Other: • Experienced students often help at recruitment events and train new students in a subsequent session. • Student recognition is purposely not a large focus for our program. • The only student recognition to date is the newspaper stories, noted in the previous question, in our newsletters and quotes in our brochure. Recognition will vary by event.	3

3.4.4 Risk Management

Respondents were asked how they select students to participate in their CSL program. They were provided with a list of options and asked to check all answers that applied.

Table 26: Means of Selecting Student Participants in Co-curricular CSL

Response	Total
No screening process is utilized (i.e. all are welcome)	2
Application form	4
Reference check	3
Police records check	3
Interview	3
Must meet specific criteria (please specify under Other below)	0
Other: • Organizations screen students and select the students they believe will fit with their organization; criminal reference checks were administered through the CSL program but given back to the agency due to cost and complexity; leaders are interviewed and their references are checked • Criteria changes for each event. • The community partner chooses whether reference checks or police records are required. In most instances, all are welcome and limited space is decided on a first-come first-served basis. • Varies depending on event – for large events, there is no screening process, for more specific programs, interviews are conducted.	4

Respondents were asked what kind of supervision is in place for the students in their CSL program. They were provided with a list of options and asked to check all answers that applied.

Table 27: Types of Supervision of Students in Co-curricular CSL

Response	Total
Regular site visits from program coordinator	3
Ongoing on-site supervision from community agency representative	5
No supervision	0
Other: • Program coordinator checks in with student and agency one to two times per semester • Site visits by coordinator; agency supervision	2

Respondents were asked what precautions and measures they have in place to ensure student safety in the service placements. They were provided with a list of options and asked to check all applicable answers.

Table 28: Precautions and Measures taken by Respondent Institutions to Ensure Student Safety in Co-curricular Service Placements

Response	Total
Training workshops	4
Regular supervision	2
Site visits	3
Transportation	1
Risk management policies and procedures	3
Other: • Safety guidelines; have offered optional workshops on self-defense and on maintaining personal boundaries. • We ask all community partners to do an orientation, including safety precautions, for all new students. • We have general service-learning risk management guidelines.	3

3.4.5 Training

Respondents were asked how they deliver the training provided for students involved in their CSL program. They were provided with a list of options and asked to check all applicable answers.

Table 29: Type and Duration of Training Provided to Students Involved in Co-curricular CSL

Response	Total
Online training	1
1-5 hours of training	3
1 day of training	2
2 or more days of training	0
We do not provide training for students in the program	0
Other: • Orientation sessions are developed and led by student staff. Leaders take part in weekly workshops/training sessions • Provided, as needed, by the community agency • Depends on the program	3

3.4.6 Reflection

Respondents were asked what kinds of opportunities are provided to students for reflection upon their service experience. They were provided with a list of options and asked to check all applicable answers.

Table 30: Types of Reflection Opportunities Provided to Co-curricular CSL Students

Response	Total
Journaling	5
Small group discussions	5
Large group discussions	4
Structured activities	3
Written program evaluation	5
Other: • Depends on the component of the program. All students are invited to take part in the annual evaluation of the program at the end of the spring term and have several options: written questionnaire, focus group or one-on-one interview. • All methods listed are used, but would depend on the program (2)	3

Respondents were asked how they facilitate student learning and development in their CSL program. They were provided with a list of options and asked to check all applicable answers.

Table 31: Means of Facilitating Student Learning and Development in Co-curricular CSL Opportunities

Response	Total
Readings linked to service experience	4
Training workshops	3
Resources on community and social issues	4
Regular facilitated reflection	3
Other: • Depends on the program	1

3.4.7 Accessibility and Diversity

Respondents were posed an open-ended question asking them to describe the measures they have in place to ensure accessibility for all students and ensure diversity within the program.

- Two of the practitioners indicated that they make special efforts to promote to a diverse cross-section of students, and utilize inclusive recruitment strategies including involving students from diverse backgrounds in the promotion of the program.
- Two of the respondents indicated they ask students in their application process about any special needs. They make it clear within their materials that all students are welcome in the program, and strive to make any special accommodations that are needed.
- One respondent indicated they have not had any issues recruiting students from diverse backgrounds in their CSL programs.

3.4.8 Community Partnerships

Respondents were asked with which types of community organizations they have CSL partnerships. They were provided with a list of options and asked to check all applicable answers.

Table 32: Types of Community Organization Partnerships for Co-curricular CSL

Response	Total
Health and well-being	5
Social justice	3
Poverty and homelessness	5
Support for children and youth	5
Support for the elderly and Seniors	5
Animal welfare	3
Environmental issues	4
Media and the arts	2
Education	5
Other: • Support for persons with disabilities	1

Respondents were asked what kinds of supports were provided for their community agency partners. They were provided with a list of options and asked to check all applicable answers.

Table 33: Types of Support Provided to Community Agency Partners in Co-curricular CSL

Response	Total
Regular phone or email communication	5
Regular in-person meetings	2
Resources and materials for community agency	3
Training and orientation workshops	2
Community Service-Learning staff liaison	4
Other: • Newsletter, any other supports as requested	1

3.4.9 Evaluation and Assessment

Respondents were asked how feedback is collected on their CSL program. They were provided with a list of options and asked to check all applicable answers.

Table 34: Means of Collecting Feedback from Participants in Co-curricular CSL

Response	Total
Written and on-line surveys by students	5
Written and on-line surveys by community agencies	4
Written and on-line surveys by service recipients	0
In-person observation and interviews	4
Focus groups	2
Pre/post tests on specific competencies and or measurement of personal attitudes	2
Content analysis of student reflection journals, listserv discussions, community site feedback	2
Other	0

Respondents were asked what elements are evaluated within their CSL program. They were provided with a list of options and asked to check all applicable answers.

Table 35: Evaluated Elements within Co-curricular CSL

Response	Total
Experience of student participants	5
Learning of student participants (development of knowledge and/ or skills)	5
Impact on community	3
Impact on community agencies	5
Logistics of program/event	5
Planning of program/event (i.e. promotion, registration, materials, etc.)	4
Other	0

3.5 Community Agency Networks

CACSL views community agencies as equal partners in CSL initiatives and as such felt it essential to include their perspective in this report. Unsure of how to connect with the hundreds of community agencies across Canada, it was decided in this first stage of research to consult with community agency networks to garner an overview of the knowledge of CSL among community organizations. An assessment of the resources and support needed by community agencies to participate in campus-community partnerships was sought as well. A community agency network refers to a regional or local umbrella organization for non-profit and community-based organizations. These umbrella organizations included all local United Way branches, local volunteer centres, and networks of volunteer administrators. As a result of this approach, the survey data may not be inclusive of local, community-based organizations that have already participated in CSL.

43 community agency networks completed the survey, with representation from all regions of Canada.

Bureau central des Bénévoles de la région de Hawke	United Way of Thompson
Comox Valley Volunteer Investment Program	United Way of Windsor-Essex County Volunteer Centre
Cowichan United Way	United Way of Winnipeg
CVI - Ontario Network	United Way Regina
Fraser North - Community Volunteer Connections	Volunteer Alberta
Hospice Peterborough, Manager of Volunteer Services	Volunteer and Community Information Centre, Medicine Hat
Kamloops United Way	Volunteer and Information Quinte
Kingston & Area Association of Administrators of Volunteers	Volunteer Centre of Guelph/Wellington

Newfoundland and Labrador Canada Volunteerism Initiative	Volunteer Centre of Peel
Professional Administrators of Volunteer Resources - Ontario	Volunteer Chilliwack
Peel Volunteer Administrator's Network	Volunteer Cold Lake
Saint John Volunteer Centre Inc.	Volunteer Connections
St. Albert Community Information and Volunteer Centre	Volunteer Edmonton
Stettler and District Volunteer Centre	Volunteer Halton
United Way Castlegar	Volunteer North Shore
United Way of Calgary and Area	Volunteer Regina
United Way of Pictou County	Volunteer Richmond Information Services
United Way of Saskatoon	Volunteer Saskatoon
United Way of South Eastern Alberta	Volunteer Vancouver
United Way of The Alberta Capital Region	York Region Association for Volunteer Administration

3.5.1 Familiarity with CSL

Community agency networks were asked for their level of familiarity with CSL and were asked to select all answers that applied to their situation.

Table 36: Levels of Familiarity with CSL among Respondent Community Agency Networks

Response	Number	Percentage of Respondents D = 40	Percentage of Responses D = 48
Have never heard of CSL before this survey	16	40%	33.3%
Have heard of CSL, but have no real knowledge of CSL	9	22.5%	18.75%
Have a modest understanding of CSL	8	20%	16.7%
Understand CSL principles and concepts	6	15%	12.5%
Have read/researched CSL articles/books	3	7.5%	6.25%
Have partnered with a university in a CSL program	2	5%	4.2%
Have attended a conference on CSL	2	5%	4.2%
Other: • Although unfamiliar with the term CSL, community agencies have often partnered with the local university and provide practicum experiences for students. • Have participated and partnered with CSL programs and run programs based on CSL	2	5%	4.2%

Total Respondents: 40
Total responses: 48

Respondents were asked what kinds of experiences their member agencies have had in working with university students. They were provided with a list of options and asked to check all applicable answers.

Table 37: Types of Experiences of Community Agencies Working with University Students

Response	Number	Percentage of Respondents D = 40	Percentage of Responses D = 125
Student volunteers on a one-time basis or in groups	23	57.5%	18.4%
Student volunteers on an ongoing basis	25	62.5%	20%
Student volunteers on a sporadic basis	20	50%	16%
Student internships	15	37.5%	12%
Student co-op of field placements	20	50%	16%
Student staff	15	37.5%	12%
Other: • Do not know (2 respondents) • Mentoring programs involving youth	7	17.5%	5.6%

centres and youth volunteer programs • There is no university nearby, although involve college students on occasion • Practicum placements • Summer HRSDC-funded students (2 respondents)			

Total Respondents: 40
Total responses: 125

3.5.2 Potential Positive Outcomes of CSL

Respondents were asked to indicate the top three potential positive outcomes of campus and community partnerships from a list of options.

Table 38: Potential Positive Outcomes of Campus and Community Partnerships

Response	Number	Percentage of Respondents D = 40	Percentage of Responses D = 132
University sharing their knowledge and resources	22	55%	16.7%
Community organization sharing their knowledge and resources	30	75%	22.7%
Providing genuine assistance to community organizations	29	72.5%	22%
Addressing community needs/ Strengthening community assets	26	65%	19.7%
Encouraging citizenship development	20	50%	15.15%
Other: • Capitalizing on the enthusiasm and energy of youth • Providing a genuine opportunity for both the student and the organization to learn and grow • For students to make connections beyond the campus • Providing the opportunity for students to learn skills in the community that they would not otherwise learn in the classroom • Students will gain knowledge in the areas of the non-profit and voluntary sectors	5	12.5%	3.8%

Total Respondents: 40
Total responses: 132

3.5.3 Potential Challenges

Respondents were asked to indicate the potential challenges that may prevent community organizations from participating in CSL. Respondents were provided with a list of options and asked to check all applicable.

Table 39: Potential Challenges to Participation in CSL among Community Organizations

Response	Number	Percentage of Respondents D = 40	Percentage of Responses D = 123
Lack of knowledge and information related to CSL	25	62.5%	20.3%
Lack of resources to effectively participate in CSL	33	82.5%	26.8%
Lack of support to effectively participate in CSL	13	32.5%	10.6%
Lack of experience with CSL	18	45%	14.6%
Lack of congruence with agency goals and objectives	9	22.5%	7.3%
Lack of clarity about the benefits of participating in CSL	19	47.5%	15.4%
Other: • Lack of understanding of CSL terminology • Lack of staff time (3 respondents)	6	15%	4.9%

• Unsure if organization has suitable placements • Unsure of how to ensure all accountabilities and ensure that all volunteer placements further the mission of the organization			

Total Respondents: 40
Total responses: 123

3.5.4 *Potential Negative Impacts*

Respondents were posed an open-ended question where they were asked to identify reasons why CSL initiatives may create negative relationships between the university and community. The following potential negative outcomes were cited most often by respondents:
- A lack of capacity and resources for community organizations to provide the amount of time, guidance, and supervision for a student to feel adequately supported (6 respondents)
- The potential for the program to be ineffective if there is not a "connector" who understands both the community and institutional environment and can manage the expectations of all involved (3 respondents)
- A poor student-agency match is made (2 respondents)
- Unreasonable or unclear demands on the part of either the institution or the community agency could create negative tension and/ or an unpleasant experience for the student, institution or agency (2 respondents)
- Students not honoring their commitment to the community agency (1 respondent)
- Agencies may be unprepared to be mentors to students (1 respondent)
- An increase in an already unreasonable workload (1 respondent)

3.5.5 *Strategies to Overcome Challenges*

Respondents were posed an open-ended question in which they were asked to identify strategies to overcome the potential challenges. Responses fell into four broad categories. These include:
- Thirteen respondents indicated that increased education and awareness of the benefits of CSL is needed (e.g. how CSL would address the agency's mission/mandate; what kinds of projects students could undertake to assist the agency; provide information sessions).
- Thirteen respondents noted the importance of investing in the campus-community relationship (e.g. physical presence of the institution in the community; clarify roles and responsibilities; increased and consistent contact with community organizations; produce a newsletter for the community).
- Nine respondents indicated that support both financially and in-kind should be offered. Specific strategies include the provision of a coordinator at the institution, covering communication and administrative needs to ease the burden on community organizations. Provision of on-site support was also recommended.
- Two respondents indicated that proper screening/matching processes should be instituted to ensure the placement is productive for both parties, addressing the needs of the community, university, and student.

Other miscellaneous strategies included:
- Begin partnerships with short term student placements (1 respondent)
- Provide a general orientation and intensive support at the beginning of the partnership (1 respondent)
- Make CSL placements longer term (1 respondent)
- Clarify roles and responsibilities between students, institutions, and community agencies (1 respondent)

3.5.6 Resources, Information, and Training

Respondents were asked to rate a list of support mechanisms, information, training and/or resources for their level of helpfulness to community agencies partnering with institutions in CSL initiatives.

Table 40: Helpfulness of Support Mechanisms, Information, Training and/ or Resources in Partnerships between Community Agencies and Educational Institutions with CSL Initiatives

	Not helpful		Somewhat Helpful		Neutral		Helpful		Very helpful	
	#	%	#	%	#	%	#	%	#	%
Definitions of CSL and principles of good practice	0		3	8.1%	5	13.5%	15	40.5%	14	37.8%
Designing CSL placements	0		1	2.7%	3	8.1%	10	27%	23	62.2%
How to supervise students involved in CSL	0		2	5.4%	5	13.5%	15	40.5%	15	40.5%
Risk management	0		3	8.1%	5	13.5%	19	51.3%	10	27%
Evaluation of students involved in CSL	0		3	8.1%	3	8.1%	20	54%	11	29.7%
Evaluation of impact on community	0		2	5.4%	4	10.8%	14	37.8%	17	45.9%
CSL research articles and other readings	0		3	8.1%	12	32.4%	16	43.2%	6	16.2%

Total Respondents: 37

Respondents were also provided the opportunity to include any additional support mechanisms, information, training, and/or resources not previously mentioned in the survey. The responses fell into three main categories:
- Five respondents indicated information sessions and community forums about CSL and designing CSL placements for interested agencies would be an effective support mechanism. Several respondents also suggested attending networking groups or other gatherings of community organizations that already exist in the community.
- Two respondents suggested partnering with umbrella organizations such as Volunteer Canada, local volunteer centres, the United Way and local United Way branches to disseminate information. External agencies could also serve as a clearinghouse/broker for community organizations to find, evaluate, and select CSL initiatives that are available. They could also help recruit their member agencies.
- Three respondents noted the importance of practical support mechanisms such as funding, assistance with transportation, and staffing.
- One respondent indicated clear expectations were an important strategy
- One respondent indicated agencies should have the opportunity to share information with the students prior to the commencement of their placement

3.5.7 Effective Methods of Encouraging Partnerships

Respondents were asked to rate a listing of recognition strategies and incentives in their level of effectiveness in encouraging community agencies to partner with institutions in CSL initiatives.

Table 41: Effectiveness of Recognition Strategies and Incentives in Encouraging Community Agencies to Partner with Institutions in CSL Initiatives

	Not helpful		Somewhat Helpful		Neutral		Helpful		Very helpful	
	#	%	#	%	#	%	#	%	#	%
Assist in agency promotion on campus	2	5.4%	4	10.8%	5	13.5%	17	45.9%	9	24.3%
Provide public recognition for agencies	0		8	21.6%	5	13.5%	13	35.1%	11	29.7%
Provide funding for community partners to develop CSL programming or provide materials/supplies in CSL initiatives	0		0		1	2.7%	10	27%	26	70.3%

Create communication tools for community agencies	1	2.7%	2	5.4%	6	16.2%	19	51.3%	9	24.3%
Provide training to prepare staff	0		1	2.7%	3	8.1%	17	45.9%	16	43.2%

Total Respondents: 37

Respondents were requested in an open-ended question to indicate any additional incentives and/or recognition strategies not included in the previous list they feel would be effective in encouraging community agencies to partner with institutions in CSL initiatives. Ten respondents provided the following suggestions:

- Ensuring the end result of the partnership is useful to the agency. For example, engaging the student in research that will benefit the agency while making this research, and the research from other student placements, available to community partners.
- Ensuring appropriate funding and staffing
- Increasing the duration of the student placements
- Providing ongoing liaison from the institution for the community agency
- Providing general information about CSL
- Institutional representatives participating on local committees (i.e. Social Planning Council)
- Describing the benefits of CSL to the community agencies
- Prior to the student placement, sharing what the student has learned in the classroom, their strengths, and the learning goals for the placement
- Providing assistance with transportation issues
- Explaining anticipated outcomes of CSL

3.5.8 Communication

Respondents were asked to indicate the most effective methods institutions can use to communicate with community agencies. They were provided with a list of options and asked to select all that applied.

Table 42: Effective Methods of Communication between Educational Institutions and Community Agencies

Response	Number	Percentage of Respondents D = 38	Percentage of Responses D = 103
Regular email communication	29	76.3%	28.1%
Regular site visits	21	55.3%	20.4%
Regular phone calls	21	55.3%	20.4%
Website, or online web tool, with discussion boards	13	34.2%	12.6%
Listserv (email list)	10	26.3%	9.7%
Other: • Communication methods must be flexible and customized to the needs of the agencies, not of the institution. • Any of the listed methods are effective, but would depend on the needs of the agency and agency representative • Ensure brevity and clarity of messages and avoid information overload (2 respondents) • Some element of "human contact" is important • Some forms of electronic communication are now becoming counterproductive and may be ignored • Regular participation in the organization's programs • Annual site visits • The initial communication is the most important. Set clear expectations for communication and follow-through.	9	26.3%	8.7%

Total Respondents: 38
Total Responses: 103

4.   Concluding Remarks

This study serves as a preliminary step in gaining an understanding of the CSL field in Canada. The survey indicates what resources, information, and training are needed by practitioners to effectively develop and implement CSL initiatives at their institutions. Moreover, the study illuminates potential positive and negative impacts of CSL on community agencies as well as resources and information required to effectively partner with post-secondary institutions in CSL initiatives.

The survey respondents included a cross-section of practitioners from across the country with varying levels of experience with CSL. The data suggest a strong desire among practitioners to network and connect with one another and access resources and information related to CSL. A number of challenges were also highlighted with curricular and co-curricular practitioners, as well as community agency networks, noting funding most often as the main challenge in engaging in CSL programs or courses.

Several CSL practitioners and community agency networks identified a CSL staff coordinator as an effective method for facilitating the growth of CSL, also providing a liaison between the various partners involved in CSL initiatives.

Since only a small number of colleges were captured in the study, additional research is needed on the state of CSL in Canadian colleges. In addition, consultation is needed with post-secondary students to determine the perceived benefits and challenges of CSL, and also the information, resources, support and training required to ensure their effective participation in CSL. Although there is some representation from francophone institutions in this study, further exploration of the situation in francophone institutions is warranted.

Data from community agency networks suggest one of the primary positive outcomes from CSL would be genuine assistance to the community organization. In addition, community networks indicate a strong desire for information on how CSL impacts the community. Although there is a small amount of Canadian research in this area, there is certainly a need for further study regarding the impact of CSL on the community. This leaves much potential for fruitful research on this topic in the Canadian context.

Appendix A

Methodology

Since the study was preliminary and exploratory in nature, we sought to collect general information on CSL programs and courses in Canada. We also aimed to gather broad impressions of CSL from curricular and co-curricular practitioners and community agency networks focusing on the resources required for all stakeholders to participate more effectively in CSL initiatives.

Survey of CSL Practitioners

Curricular and co-curricular practitioners are representatives of post-secondary institutions and include: CSL Coordinators/Liaisons serving as a point-person for CSL at their institutions and in the local community; those who plan and implement courses that include a CSL component in the course curriculum; and those who plan and implement university co-curricular programs with a CSL component.

Data was collected through online surveys. Contacts were collected from participants in the CACSL regional conferences, members of the CACSL listserv, and extensive web searching and direct contact with university Vice-Presidents (Academic). This yielded a comprehensive contact list of practitioners across Canada. Community agency network contacts were acquired through extensive web searching through which all local United Way branches, local volunteer centres and networks of volunteer administrators were subsequently contacted.

Although the contact list was carefully constructed and all institutions were contacted, there are limitations to the methodology. Some institutions chose not to respond to the survey, and the survey may not have reached all practitioners currently engaged in CSL. It is important to note the scope of research is focused primarily on universities in Canada. Due to the large number of colleges in Canada, the data from more colleges would have become too unwieldy given the resources available for the study. As a result, although the survey was open to any college practitioners, we chose to limit the direct invitation for participation to those colleges whom we knew were involved in CSL, were on the CACSL listserv, or had attended one of the CACSL regional conferences.

All contacts received an invitation to participate in an initial survey, which sought: data collection on the program/course name, goals and objectives; stage and length of implementation; level of institutional support; faculty support and incentives; and identification of resources that would aid in the development and implementation of CSL programs/courses. From the data collected, a small list of institutions with CSL courses or programs established for at least three years and established goals and objectives addressing the key elements of CSL as outlined by CACSL were invited to complete a follow-up survey asking for more detailed information on the structure of the program/course. This included: course/program design; student support and learning; campus-community partnerships; faculty support; professional support; and evaluation and assessment.

Survey of Community Networks

CACSL views community agencies as equal partners in CSL initiatives. As such, they felt it essential to include their perspective in this report. Unsure of how to connect with the hundreds of community agencies across Canada, it was decided to consult with community agency networks in this first stage of research. This garnered an overview of the knowledge of CSL among community organizations, as well as an assessment of the resources and support needed by community agencies to participate in campus-community partnerships.   A community agency network refers to a regional and/or local umbrella organization for non-profit and community-

based organizations. These umbrella organizations included all local United Way branches, local volunteer centres, and networks of volunteer administrators. As a result of this approach, the survey data may not be inclusive of local, community-based organizations that may have already participated in CSL.

After analyzing the data from community agency networks, it was found that there was little knowledge of CSL. Although a fact sheet on CSL was provided, the survey data must be interpreted with the understanding that respondents were providing their opinions of CSL with limited knowledge of and experience with this approach to learning. However, the suggestions and opinions presented in the survey provide useful insight into respondents' general impressions of CSL.

Data Analysis and Reporting

The numbers listed in the tables are based on the number of survey respondents, not of the number of institutions/community agency networks. The institutions/community agency networks who participated in the surveys are listed at the beginning of each section. This list also notes if more than one respondent from one institution participated in the survey. Since many institutions do not have a CSL Coordinator/Liaison, there may be multiple courses or programs at one given institution. Therefore, no limit was applied to the number of practitioners responding per institution.

Percentages included in the table are formulated using the number of respondents who selected that answer divided by the total number of respondents for the question. For most questions, respondents were asked to check all answers that applied to their situation and were also offered the opportunity to include additional answers in an "Other" section. These responses are all listed in the tables. For the small number of open-ended questions, responses were grouped into categories and listed.

Appendix B

Map of the CSL Field

Brock University Map Library 2001
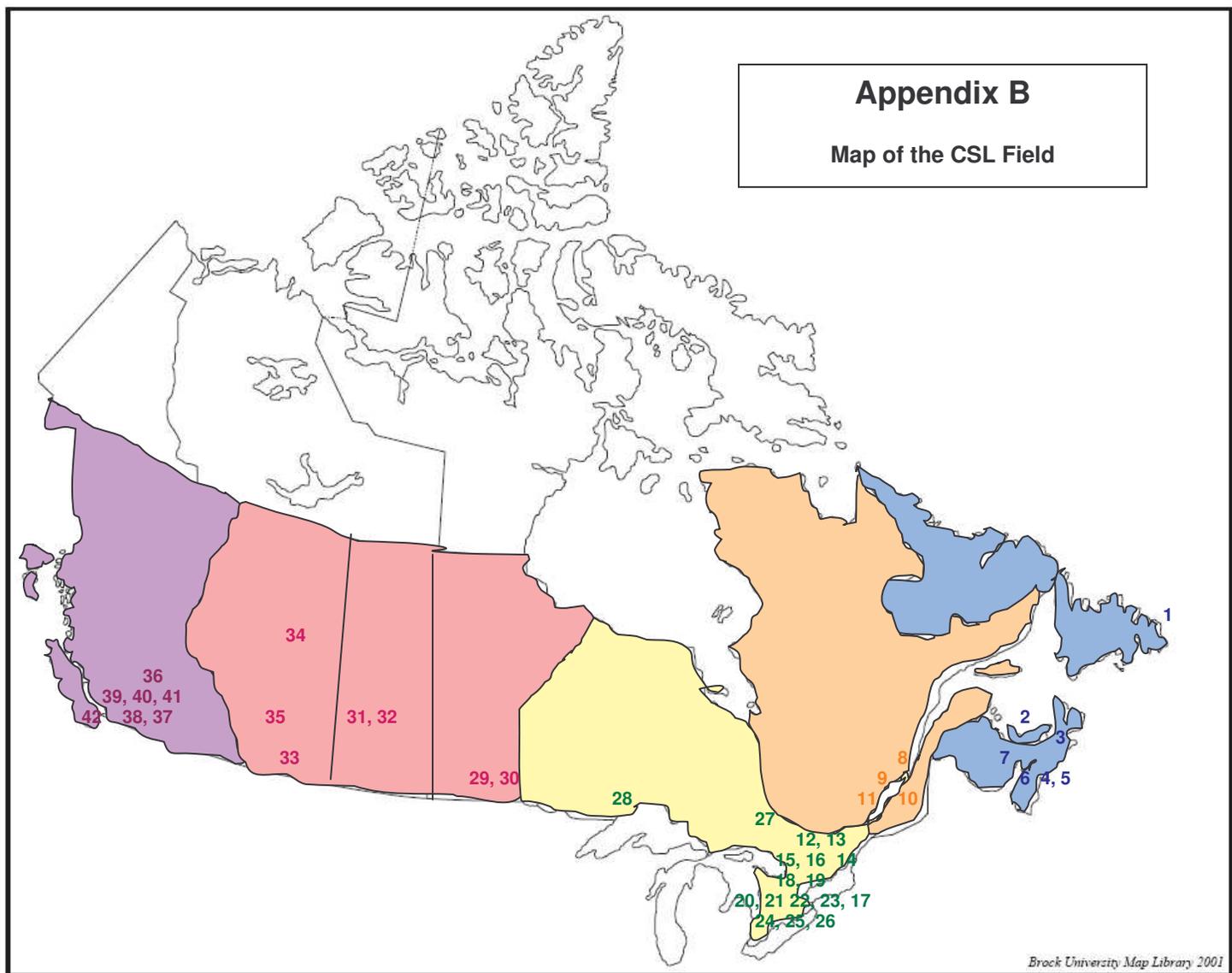
LEGEND:

1. Memorial University of Newfoundland
2. University of Prince Edward Island
3. Saint Francis Xavier University
4. Saint Mary's University
5. Dalhousie University
6. Acadia University
7. Mount Allison University*
8. Université Laval*
9. Université du Québec à Trois Rivières
10. Université de Sherbrooke*
11. Université du Québec à Montréal
12. Carleton University
13. University of Ottawa
14. Queen's University
15. Trent University
16. Sir Sanford Fleming College
17. Brock University
18. University of Toronto
19. University of Toronto at Mississauga
20. McMaster University
21. University of Guelph
22. Conestoga College
23. Wilfrid Laurier University
24. University of Western Ontario
25. Brescia University College
26. Huron University College
27. Nipissing University
28. Lakehead University*
29. University of Manitoba
30. University of Winnipeg*
31. University of Saskatchewan
32. University of Saskatchewan, St. Thomas More College
33. Lethbridge Community College
34. University of Alberta
35. University of Calgary
36. Thompson Rivers University
37. University College of the Fraser Valley
38. Simon Fraser University
39. University of British Columbia
40. Douglas College
41. Kwantlen University College*
42. University of Victoria

* Indicates that existing programs that have not participated in the CSL scan survey.

Many college CSL programs have not been included in this list due to the vast number of colleges across the country. As indicated in the report, these programs may be determined by conducting a separate study. At that point, this record may be updated to include all known CSL programs across Canada. If your Community Service-Learning (CSL) program is not listed in this national list, and you would like to have it included in the next update, please let us know at: info@communityservicelearning.ca

Appendix C

Outline of Community Service-Learning in Canada

Atlantic Region				
Institution Name	**Curricular or Co-curricular**	**Program/ Course Name**	**Length of Implementation**	**Contact People**
Memorial University of Newfoundland	Co-curricular	Career Development and Experiential Learning – Service Learning Initiatives	Still in development** (temporarily suspended)	**Jennifer Browne, Director (Acting)** Career Development and Experiential Learning Phone: (709) 737-34448 jbrowne@mun.ca
	Curricular	Faculty of Arts – Department of Sociology	Less than 1 year	
	Curricular	Faculty of Education	Less than 1 year	
University of Prince Edward Island	Curricular	Introduction to Sustainability Integrating Environmental Theory and Practice	3-5 years	**Lori E. Weeks, Ph.D., CCFE, CFLE** Department of Family & Nutritional Sciences Phone: (902) 566-0528 lweeks@upei.ca
	Curricular	Family Science Major, Department of Family and Nutritional Sciences - Perspectives on Professional Practice, Child and Family Education, Field Placement I, Field Placement II	Still in development	**Charlene VanLeeuwen, M.Ed.** Dept. of Family and Nutritional Sciences Phone: (902) 894-2841 cvanleeuwen@upei.ca
St. Francis Xavier University	Curricular	StFX Service Learning Program	Over 5 years	**Marla Gaudet, Program Manager** StFX University Service Learning Phone: (902) 867-2563 mgaudet@stfx.ca
	Co-curricular	Service Learning Student Society	3-5 years	**Iris Bertsch, Program Assistant** StFX University Service Learning Phone: (902) 867-2583 ibertsch@stfx.ca
				Susan Eaton, Researcher StFX University Service Learning Phone: (902) 867-5560 seaton@uoguelph.ca

	Curricular	Bachelor of Education Program, Philosophy and History of Education	1-2 years	**Andrew Foran** School of Education Phone: (902) 867-5422 aforan@stfx.ca www.stfx.ca/people/aforan/
Saint Mary's University	Co-curricular	Student Housing and Cooperative Education – Residence Service Leadership Program	3-5 Years	**Mary Ellen MacEachern, Manager** Student Employment and Co-operative Education Phone: (902) 420-5498 mmaceachern@smu.ca
Dalhousie University	Curricular	Faculty of Architecture and Planning: 4th year courses in Environmental Planning; Urban Design; Independent Study; Thesis project Faculty of Arts & Social Sciences: 3rd year courses in Communication, Group Dynamics and Career Development; Practicum for Writing Tutors; 4th year courses in Applied Electronic Publishing - proposed class; Intro. to Applied Linguistics and Language Teaching; Applying Sociology and Social Anthropology Inside, Outside and Beyond University. Faculty of Computer Science: 3rd year levels courses in Community Outreach; Skills for business and community service - proposed class Faculty of Health Professions: 1st year course in Community Experience; 3rd year level courses in Community Development; Therapeutic Recreation Service Delivery; 4th year courses in Health Promotion Internship; Analysis of Leisure Delivery Systems; Health & Human Performance Education Placement; Fieldwork with Community Organizations; Program design and evaluation for enabling occupation. Faculty of Science: Honours thesis projects often aim to help solve a community problem	Courses in all levels of implementation	**Patricia De Méo, Ph.D., Director of Academic Advising** Professor, Department of French Phone: (902) 494-6824 patricia.demeo@dal.ca **Ethel Langille Ingram** Initiative for Medication Management, Policy Analysis, Research & Training Phone : (902) 494-6274 emlang@dal.ca
Acadia University	Curricular	Political Science: Digital Democracy course	Over 5 years	**Cynthia Alexander** Department of Political Science Phone: (902) 585-1451 cynthia.alexander@acadiau.ca
	Curricular	School of Education: Inclusive Education Curriculum and Instruction	3-5 years	
Mount Allison University*	Not a participant in survey and, therefore, not included in survey results			**Rob Summerby-Murray, Dean of Social Sciences**

				Department of Geography Phone: (506) 536-1404 rsummerb@mta.ca
Quebec				
Université Laval*	Not a participant in survey and, therefore, not included in survey results			**Andrée Fortin** Département de sociologie Phone: (418) 656-2131 Ext. 3889 Andree.Fortin@soc.ulaval.ca
Université du Québec à Trois Rivières	Curricular	Projets en intervention communautaire (PICOM)	Still in development	**Rémi Tremblay, Adjoint au vice-recteur à l'enseignement et à la recherche** Phone: (819) 376-5011 Ext. 2113 remi.tremblay@uqtr.ca
Université de Sherbrooke*	Not a participant in survey and, therefore, not included in survey results		Beginning development	**Jean-Pierre Bhérer**, **Coordonnateur scientifique projet PLAL** Faculté d'Administration Phone: (819) 821-8281 Ext. 2358 jpbherer@USherbrooke.ca
Université du Québec à Montréal	Curricular	Service aux collectivités	Over 5 years	**André Michaud, Directeur** Service aux collectivités Phone: (514) 987-3177 michaud.andre@uqam.ca
Ontario				
Carleton University	Curricular Co-curricular	Department of Journalism and Public Affairs and Management First Year Experience Office	Still in development Still in development	**Michael MacNeil** Department of Law Phone: (613) 520-3741 michael_macneil@carleton.ca
University of Ottawa	Curricular Co-curricular	Community Service Learning Program (over 40 CSL courses) Student Academic Success Service - Pilot Project to be determined	1-2 years Still in development	**Jeff Keshen, Manager** Service Learning Program Phone: (613)-739-2861 keshen@uOttawa.ca
Queen's University	Curricular Curricular Curricular Curricular	Psychology Department – Development of Literacy Development Studies - 3rd year course involving a 10 week placement with an NGO Women's Studies - 4th year community practicum course working with community agencies on feminist theory in community. Occupational Therapy - "Lived Experience of Disability" course where student is paired with a community	 3-5 years 3-5 years 3-5 years	**Joy Mighty, Director** Centre for Teaching and Learning School of Business Phone: (613) 533-6428 director.ctl@queensu.ca

		member with a disability.		
	Curricular	Commerce - 3rd year course "The Change Project" on the evolution of leadership and is the development of a community project based on the pursuit of change.	1-2 years	
	Curricular	Community-University Service Learning Advisory Committee	Still in development	
	Co-curricular	Student Affairs	Still in development	
Trent University	Curricular	Trent Centre for Community-Based Education - assist instructors in over 50 CSL courses.	Over 5 years	**Todd Barr, Executive Director** Trent Centre for Community-Based Education Phone: (705) 743-0523 toddbarr@trentu.ca **David Poole, Associate Dean** Teaching and Learning Phone: (705) 748-1011 Ext. 7358 dpoole@trentu.ca
Sir Sanford Fleming College	Curricular	School of Technology and Skilled Trades - Applied Projects	Over 5 years	**Peter Spasov, Professor** School of Technology and Skilled Trades Phone: (705) 749-5530 Ext. 1217 pspasov@flemingc.on.ca www.flemingc.on.ca/
Brock University	Co-Curricular	Career Services – Med Plus	3-5 years	**Amy Elder, Director** Career Services Phone: (905) 688-5550 Ext. 4878 aelder@brocku.ca
University of Toronto	Curricular and Co-curricular	Centre for Community Partnerships	Less than 1 year	**Ben Liu, M.Ed., Coordinator** Service-Learning Programmes Centre for Community Partnerships Phone: (416) 946-7748 Phone: (416) 978-5536 ben.liu@utoronto.ca http://www.sa.utoronto.ca
	Co-curricular	Faculty of Physical Education and Health – Leadership Placement	3-5 years	
University of Toronto at Mississauga	Co-curricular	UTM Residence Centre – Minga Living Learning Community	1-2 years	**Chris McGrath, Med, Director of Residence** University of Toronto at Mississauga Phone: (905) 828-5253 cmcgrath@utm.utoronto.ca
McMaster University	Curricular and Co-curricular	Faculty of Social Sciences – Experiential Education	3-5 years	**Sue Vajoczki, Manager** Experiential Education Faculty of Social Sciences Phone: (905) 525-9140 Ext. 23695

				vajoczki@mcmaster.ca
University of Guelph	Curricular	Bachelor of Arts and Science Degree program: Arts and Science in the Community, 3rd year course in framed through the Social Change Model of Leadership Development.	3-5 years	**Cheryl Rose, Community Service-Learning Specialist** Office of the Provost Phone: (519) 824-4120 Ext. 53900 crose@uoguelph.ca
	Curricular	Rural Extension Studies: Teaching and Learning in Non-Formal Education (undergrad) and Development Communication (graduate)	1-2 years	**Christine Victorino, Coordinator** Citizenship and Community Engagement Student Life and Counselling Services Phone: (519) 824-4120 Ext. 52782 cvictor@uoguelph.ca
	Co-curricular	Student Life & Counselling Services – Citizenship & Community Engagement	Over 5 years	
Conestoga College	Curricular and Co-curricular	CSL initiatives still in development	Still in development	**Leanne Holland Brown, Coordinator** Student Life Phone: (519) 748-5220 Ext. 2269 lhollandbrown@conestogac.on.ca
Wilfrid Laurier University	Curricular	Department of Psychology: Educational Psychology and Community Psychology	Over 5 years	**Paul Davock, Director** Laurier Centre for Community Service Learning Phone: (519) 884-0710 ext 3088 pdavock@wlu.ca
	Co-curricular	Student Leadership Centre – What have you done lately?	Less than 1 year	
University of Western Ontario	Co-curricular	The Centre for New Students, Leadership Education Program (LEP)	3-5 years	**Stephanie Hayne, Coordinator** Residence, Academics and Service Learning Phone: (519) 661-3719 shayne@housing.uwo.ca
	Co-curricular	Department of Housing – Community Service Learning Program	3-5 years	
	Curricular	Media, Information, and Technoculture - 'Representing Homelessness'	3-5 years	**Amanda F. Grzyb, Lecturer** Faculty of Information and Media Studies Phone: (519) 661-3542 agrzyb@uwo.ca http://www.duke.edu/~afg2
Brescia University College	Curricular	Department of Sociology - The Community Development Program including 3 full course equivalents, which is part of an Integrated Community Service-Learning Program (Bridging Classroom and Community: An Introduction to Community Development Through Service-Learning, Community Development: Foundations, Community Development: Practice, Community Analysis, Interpreting Law and Social Policy to Build Communities, Community Practicum)	3-5 years	**Lisa Jakubowski, Chair** Department of Sociology Phone: (519) 432-8353 Ext. 28238 ljakubow@uwo.ca
Huron University College	Curricular	Centre for International Studies – Think Global, Act Local course	3-5 years	**Mark Franke** Centre for International Studies

				Phone: (519) 438-7224 Ext. 242 mfranke@huron.uwo.ca
Nipissing University	Curricular	Biidaaban	1-2 years	**Lorna Corzine, Community Service Learning Officer** Phone: (705) 474-3450 Ext. 4441 lornac@nipissingu.ca
Lakehead University*	Not a participant in survey and, therefore, not included in survey results		Beginning development	**Anne Klymenko, Manager** Research and International Development Phone: (807) 343-8223 aklymenk@lakeheadu.ca
Prairies				
University of Manitoba	Curricular	Disability Studies	Still in development	**Nancy Hansen, Assistant Professor** Disability Studies Phone: (204) 474 6458 hansenn@ms.umanitoba.ca
	Curricular	Faculty of Architecture - The Partners Program	3-5 years	
	Curricular	Department of Sociology, Criminology Field Experience Program	Over 5 years	
	Curricular	Aboriginal Organizations Course	Over 5 years	
	Curricular	Faculty of Physical Education - Bachelor of Kinesiology	Over 5 years	**Elizabeth Ready, PhD, Professor** Associate Dean (Academic) Faculty of Physical Education and Recreation Studies Phone: (204) 474-8641 readyae@ms.umanitoba.ca http://www.umanitoba.ca/faculties/physed/research/people/ready.shtml
	Curricular	Faculty of Pharmacy		
	Curricular	Department of Microbiology		
	Curricular	Faculty of Law		
	Curricular	Department of Preventive Dental Sciences, Centre for Community Oral Health, Faculty of Dentistry - Course: Community Externship Program – Clinical field placement service-learning externships for 4th year dental students in Geriatric Dentistry, Northern isolated community dentistry, inner-city dentistry for the financially disadvantaged, and dentistry for the institutionalized mentally challenged.	3-5 years	**David M Collins, Ph.D., Dean and Professor** Faculty of Pharmacy Phone: (204) 474-8794 dcoll@ms.umanitoba.ca
University of Winnipeg*	Not a participant in survey and, therefore, not included in survey results			**Kathleen Venema** Department of English Phone: (204) 786-9333 k.venema@uwinnipeg.ca
University of Saskatchewan	Co-curricular	Student Enrolment and Services Division - 'Leadership Advantage Program', and alternative reading week CSL project.	3-5 years	**Susan Bens** Student and Enrolment Services Division Phone: (306) 966-4747

				susan.bens@usask.ca
University of Saskatchewan, St. Thomas More College	Co-curricular Curricular	Chaplaincy - The Service & Justice Project "Cultivating Humanity" interdisciplinary course	3-5 years 1-2 years	**David Peacock, Coordinator** Engaged Learning Phone: (306) 966-5098 dpeacock@stmcollege.ca
Lethbridge Community College	Curricular	CPL 150 - Service Learning Course	3-5 years	**Leslie Paradee, Coordinator** **Service Learning** Phone: (403) 320-3283 leslie.paradee@lethbridgecollege.ab.ca
University of Alberta	Curricular and Co-curricular Curricular Co-curricular	Faculty of Arts Community Service Learning Program (10-15 undergraduate and graduate courses) Faculty of Pharmacy and Pharmaceutical Sciences - Pharmacy 300 - Experiential Education Part I International Centre – Visiting Student Certificate Program	1-2 years Over 5 years Less than 1 year	**Lorraine Woollard, Administrative Director** **Community Service-Learning Program** Phone: (780) 492-2420 lorraine.woollard@ualberta.ca
University of Calgary	Curricular Co-curricular	Faculty of Communication & Culture (5-10 CSL courses) Student Life Office, Student Services – Project Serve – Student Leaders in Calgary	3-5 years Still in development/ Less than 1 year	**Tania Smith** Faculty of Communication and Culture Phone: (403) 220-7774 smit@ucalgary.ca **Alyson Woloshyn, Director** Integrated Client Services Phone (403) 220-6642 awoloshy@ucalgary.ca
British Columbia				
Thompson Rivers University	Curricular	Department of Sociology, Department of Anthropology, and The TRU Centre for the Study of Canada - Service Learning (SERV 300-3) and Service Learning (SERV 400-3)	3-5 years	**Martin J.D. Whittles** Department of Anthropology Phone: (250) 371-5914 mwhittles@tru.ca www.tru.ca
University College of the Fraser Valley	Co-curricular	Student Life – Leadership Studies Program	Less than 1 year	**Jill Harrison, Student Life Manager** Student Services Phone: (604) 557-4062 Jill.Harrison@ucfv.ca
Simon Fraser University	Curricular Co-curricular	Faculty of Health Sciences Student Services	 Still in development	**Tim Rahilly, Ph.D., Senior Managing Director (Acting)** Student Life Phone: (604) 291-4275 trahilly@sfu.ca http://students.sfu.ca
University of British Columbia	Curricular and Co-curricular	The Learning Exchange – Learning Exchange Trek Program (CSL in about 40 courses since 2002)	Over 5 years	**Margo Fryer, Director** UBC Learning Exchange Phone: (604) 822-1602

	Curricular	Institute of Health Promotion Research – The Learning City: Awareness and Action: Focus on Urban Sustainability	3-5 years	margo.fryer@ubc.ca
Douglas College	Curricular	Classroom & Community Support - 3-credit capstone course (CCSD 2440: Service-Learning)	3-5 years	**Lori Woods, Coordinator** Classroom and Community Support Department Phone: (604) 527-5129 woodsl@douglas.bc.ca
*Kwantlen University College	Not a participant in survey and, therefore, not included in survey results			**Janine Hadfield, Coordinator** Wellness Centre Phone: (604) 599-2033 Janine.Hadfield@kwantlen.ca
University of Victoria	Curricular and Co-curricular	CSL Committee of staff members from Counselling Services and Career Services	Still in development	**Elizabeth Grove-White** Department of English Department of Cooperative Education Phone: (250) 721-8811 grovewhi@uvic.ca