

## CSL Discussion Document Responses

1. How can the CSL program best create, facilitate and support meaningful opportunities for U of A students and instructors, community partners, and adult learners to partner in mutually beneficial learning and research projects which collectively achieve positive social impact for the people of Edmonton, Alberta and beyond?
First of all, I would emphasize flexibility. Right now, there's a lot of standardization in CSL, which I can understand from an institutional point of view. But if we're talking about generating meaningful opportunities, they might not always go down in the box-checking format we have presently.
Generate more in-depth knowledge about what is happening in the greater Edmonton communities as well as the interests/expertise of instructors willing to commit to this endeavour. Those are the two key partners in these initiatives. The CSL office should actively look to understand what the goals and capabilities of both are, instead of operating in the dark about what CSL should look like, from an academic perspective.
HUB: Develop a CSL research HUB that connects questions with community-U of A researchers - students, and community groups *this may already be happening with KULE/KIAS or in other ways. 1) Intentional partnerships and project development that responds to community questions. e.g. Work with community partners at various check-in points and planning workshops to identify the most pressing questions in their field. 2) Co-design courses and assignments that respond to these questions, or build opportunities to host community learning events to share knowledge in different ways. For example, social mapping, network analysis and issues mapping, and community or campus walking tours offer ways to see challenges differently, and generate a range of potential responses. 3) Continue to do the outreach and work that you do to build long-term collaborative relationships based on trust and rapport. 4) Seek solutions with students and community resource people -- such as hack-a-thons with David Rauch from the City of Edmonton and BetaCity. A group of tech experts take a community-posed issue and work to find technical responses. Collaborations with the Edmonton Public Library, youth and seniors groups are also ideal ways to generate ideas and share knowledge. Work with the City of Edmonton, local non-profit organizations and community economic development to offer prizes or incentives like a leisure pass, free ticket to Pecha Kucha night, etc. *CSL already does a lot of this work!
We need the equivalent of a well funded "Science Shop" that can be a go to place for all. Train interested faculty and create champions across faculties. It needs to be central to the structure of the university. The UOA is not good at this and cooperation across faculties challenging It requires structural and funding change.
That's a long complex question. I would encourage you to continue to maintain the CSL office and grow staff support and outreach to faculties across campus.
Provide the instructor with a TA or RA as doing a course with CSL requires twice the amount of work than a regular course.
Through collaboration and an understanding of the needs of each group involved, in particular the people being "served" through the CSL placements as participants.
By consistently enacting CSL's core values in planning, decision making, and acting (e.g., working with integrity in equitable partnership).

2. What might be some creative and appropriate ways to place HUM learners at the centre of efforts to evaluate the learning happening through the HUM courses?
I'm not personally familiar with the HUM program, so I can't really comment.
I am not involved in this program so I cannot respond.
As you are doing, work with participants themselves to identify what "success" looks like for them, and how to design the process of learning and evaluation in meaningful ways. e.g. re-design, co-construct and evaluation based on their input, while discussing and recognizing the very real constraints of how 'success' is measured with/in an institution. This could also be a great topic for discussion and writing! Instructors and facilitators will also have in-depth knowledge about what works best, and how evaluation can happen in different ways. My experience with Katimavik and international youth programs comes to mind, in designing

evaluation or assessment that is accessible, while it allows for critical reflection and opportunities for change. A few ideas that may already be in motion, or might spark other ideas: 1) A variation of Stop, Start, Continue... or Green, Red, Yellow to demonstrate what's working, so-so, or could be integrated into the program. 2) "Have you ever..." or "cross the line" to indicate agreement; continuum to demonstrate levels of agreement. I think I'll use this! For example, "Have you ever...used an idea from our discussions during the rest of the week?" [Application]; "...changed how you thought about something, based on our activities/reading?" [Impact, change]; "...considered a new way of framing a problem, based on our discussion circle conversation?" [empathy, critical reflection], "decided to take action about ..." etc. "Thought something we were doing was totally ridiculous/had no purpose..." [discuss]; "...thought about another way you'd like to approach the topic/reading..." 3) One I learned from CTL: Use a paper divided into 4 quadrants. On each square select an image like bored, confused, excited, sun, butterfly, doorway, owl, etc. Decide what they will represent -- or participants can choose the image. Then ask participants to choose one that represents how they are feeling right now/about HUM content, etc. and take the time to hear why. Questions can include what would make it better, what's working, additional topics, other ways of measuring success or learning, different images that represent change for the future, etc. This can also be used at the end of class or discussion to talk about levels of understanding or how people are feeling in response to the topic. Very simple, but an entry point to get feedback and direction, know what is confusing or what's working, or for future planning. 4) Combination of individual feedback and peer conversation (2 participants together or small group) or assessment, and then individual or 1-1 interviews between facilitator and participants. Perhaps this could include guided questions, or 'dotmocracy' idea of putting coloured dots on what's working best, most exciting or interesting themes, etc. 5) Stories and profiles shared on the Faces of CSL site, if appropriate with privacy/FOIP, etc, or at the CSL celebration. I still recall the woman who spoke about her experience with passion and conviction. Those stories speak for themselves about what's working, or ideas for future learning design/eval. See also Ideas Rating Scale sheets that allow for more nuanced discussion -- found on the dotmocracy website. 4) 3 words to describe...e.g. the best learning moment this term (with time for discussion). e.g. "When I think of a time when I felt the most engaged/excited about learning..." Then: How can we do more of that? When I try to think this through, I recall learning about marsh life with a group of kids. We looked in pools of water and heard an elder educator talk about owls...the whole day was exciting and hands-on. I'd pick the words: "Alive" "Deep knowledge" and "passion/care" and then could think about or describe how this encounter continues to impact me. On the one hand, an evaluator could say, "so what"? but then this is how change happens. Whatever is working, do more of it. Work with participants to re-examine objectives and see if they might also change from year to year, based on what's happen in action, in the living context. A conversation comes to mind, including a comment from a community partner who noted that most people living in poverty or homeless are not even aware of the initiative to end homelessness. How can we design courses and discussions that generate ideas for how this might change? How can U of A learners work with community partners to make connections with the broader community -- so that change can be generated within neighbourhoods, with design that is most relevant and responsive?

Collaborative inquiry of course

Why only HUM learners? This seems exclusive, rather than inclusive.

I don't know what HUM is.

Consider working in a developmental-evaluative mode involving HUM learners in determining evaluation design and implementation. Consider "meaningfulness" as an evaluative criterion.

3. Are there connections between the University of Alberta's "For the Public Good" plan and CSL programming

There are plenty right now, absolutely.

To an extent. As I said before, CSL programming has to be based on real research of the communities' needs as well as the expertise of professors at the U of A. I feel that much of what happens at CSL tends to be dictated by chance (someone contacts the CSL office asking about the program and opportunities), rather than CSL actively seeking to understand what the communities want.

<p>Absolutely, and also excellent opportunity to talk about the "limits, possibilities, and risks", through critical analysis. Or how could we take this deeper?, who is included/excluded, what is CSL's role, etc. Are there other ways of sustaining this engagement? I'd love to use the plan in news ways for a process of policy analysis (U of A's stated commitment and promise to the public) and then individual and collective responses to the opportunities and challenges. e.g as a student in the 90s, prior to CSL on campus, I sought opportunities to connect within the community on my own, but this was not officially recognized or credited. The value in this bridging was in the longer-term relationships and deeper learning that can happen -- and of course providing much richer content for presentations and assignments. In 2017 the CSL framework and supports provide ways to bring the strategic plan into action, in accessible ways, with intentional support for reflection -- with clear impacts and results. ps. I've used 'For the Public Good' in my CSL courses twice, and it's also an option for a final assignment topic. I'd also like to make "Dear President Turpin..." letter part of the midterm [response to the potential and challenges] I am also curious about how or in what ways community partners have had a chance to respond to it, beyond the round tables. It would be ideal if they are familiar with it, and can also hold U of A, CSL, and students accountable to the plan.</p>
<p>A strong connection but it seems to be lost in all the rhetoric. If the university is going to deliver on the Public Good it should be equally focused on good quality community driven and participatory research as basic research and getting big dollars. It needs to see itself as a go between the dollars and the public good . It could set up a Trust fund more systematically to do this. UVic's Office of Community Engagement equivalent is required.</p>
<p>Clearly, engaging students in community initiatives, especially those organizations engaged in civic development and social justice, align with For the Public Good.</p>
<p>CSL has been done for a long time at the university and for sure does it align with the new plan "For the Public Good"--so many non-for profits have benefited from student work and in turn students have benefited from real-life experiences/work/ and problem-solving.</p>
<p>The links that CSL has made between its programming and "For the Public Good" plan make sense. Continue to showcase examples of CSL partnership work making a "real" difference regarding "real" social, environmental, and economic-justice issues.</p>

<p>4. What Edmonton issues do you feel are most important for CSL to engage at this time? How can it best do this?</p>
<p>1. Helping newcomers (especially refugees) find a place in their new home. 2. Helping marginalized people get their voices into the public sphere and having these voices inform public policy. 3. Creating inclusive and sustainable urban spaces that embody the ideas of The Commons.</p>
<p>Immigrants and newcomers. CSL should look to provide support to organizations dealing with these groups in a way that is truly meaningful and matches our capability at the U of A.</p>
<p>This is an exciting and urgent question. I think CSL students and researchers are ideally positioned to understand/respond to and question policy commitments, ensure that connections are strong between community organizations and their assessment of the needs, and to connect the most vulnerable or marginalized populations with decision-makers. As co-creators with community partners, CSL students can also develop short, medium and long-term ideas and actions. These areas come to mind as most urgent: End Poverty Edmonton and housing initiatives. Connect with former CSL students who have in-depth knowledge of the 'lived experience' of housing insecurity, and generate ideas of how best to work with grassroots organizations and community members to develop ideas for action. Partnerships with Action for Healthy Communities and EPL are ideal! E4C is also doing an interesting inquiry about LGTQ2 youth and housing, and this would be another strong partnership with CSL to inform a City of Edmonton /Homeward Trust initiative. Design opportunities for students to have face-to-face and in-depth encounters with City Councillors like Scott McKeen (social isolation and seniors), Ben Henderson (civic engagement and civil society, Andrew Knack (supportive of youth engagement) and Michael Walters (very excited about community mapping!) to understand the most pressing issues for the city, community groups, and students -- and how each side might respond. In preparation for the 2017 municipal election, have every CSL class in fall</p>

<p>participate in one class tour or in-class session (1 hour, or 30 min) that includes a quick overview of what happens in the glass pyramid, and how they can be involved in youth council, committees, find out about their ward and councillor, or just get out to vote. A 3 minute video is available for an overview, and the Edmonton Insight Community online engagement site, or "Edmonton Open Data" dashboard are great places to start. Edmonton BetaCity is also going to launch in earnest, and would be a great CSL 300 partner with NEXT GEN! They generate tech ideas in response to some of the most pressing needs. e.g. they just designed a digital map that includes filters to show where affordable housing development is happening, and where the needs are... I've asked if they can also add census data, such as time in Edmonton and language data to support the Multicultural Health Brokers Cooperative research on immigrant housing security. They can!!! Hopefully students' hearts would also start pounding when these pieces start coming together to inform action. Now this mapping data can be used by MCHB hand in hand with the living stories that they are gathering to talk with service providers, and municipal, provincial, and federal government decision-makers. For CSL 300 in fall 2017, I'd like to propose a "Civic Stories" project to gather stories with youth, seniors, newcomers and others, and be able to map these experiences (e.g. could be in collaboration with David Rauch, data analytics, City of Edmonton and BetaCity). This concept could also be linked with social cartography, network and issues mapping in interesting ways that generate deeper shared understanding of issues, and impact policy and planning. ***EPL, Museum, Art Gallery, and public spaces within the heart of the City as sites for public engagement and civic learning.</p>
<p>That is for the community to decide: we need a Big Conversation event ( open space , world cafe etc) Obviously the End Poverty Strategy, urban development issues , environmental sustainable issues.</p>
<p>Tie into TRC, End Poverty Edmonton, Community Safety, and Homelessness. Gender-Based Violence is also another city and provincial priority.</p>
<p>It depends on the year/semester. I think we should always partner with organizations that are enthusiastic and express a real need and an awareness that the partnership is a two-way street. One that stands out out of many issues--is helping to integrate immigrants into Edmonton.</p>
<p>The impact of the Ice District on the residents of that community who rely heavily on Boyle Street Community Centre and neighbouring streets and alleys. The disparity between the needs of a corporate entity like the Katz group and the most marginalized Edmontonians.</p>
<p>Issues that demonstrate how Edmontonians are all connected to each other (e.g., by poverty; access to clean, healthy water; public access to the river valley; public transit to reduce air pollution and road congestion).</p>

<p>5. What are the conditions necessary for productive CSL projects and partnerships with the Not-for-Profit sector agencies? How can CSL support not-for-profits in times of human and financial resource constraints?</p>
<p>1. Open lines of communication. 2. Willingness to work through messy grey areas. 3. Being flexible about matching passionate people with organizations with needs.</p>
<p>Make sure the projects match our expertise and provide real value to the organizations.</p>
<p>Another excellent question. I have lots of ideas, but I think working directly with community partners and students to think this one through is most impactful. In brief: 1) Clear objectives - on both sides 2) Managing expectations 3) Right match of student/partner 4) Regular check in times/communication that works for both sides 5) the fabulous support from CSL community partnership coordinators to ensure that expectations are clear. I've heard how they mentor/coach new partners, and also present examples of projects that work well within the scope of CSL. Continue that exceptional work. Something that I will also implement -- more deliberate /intentional 1-1 coffee check-in early in the course and mid-way with the instructor to set goals, check team dynamics, and ensure that students also take responsibility for their own learning; examples of how to frame the process as part of the outcome, for students' perspective of 'success' and check in with alignment with community partner expectations and roles.</p>
<p>Less metrics, free training, provision of good quality CSL students. Again surely this should be the subject of a CBPR project.</p>
<p>Good communication among partners and careful student placement considerations. CSL has really improved with its e-class interface.</p>

I'm not sure what each non-for-profit needs. But as an instructor.... help, not only in a financial way--but in the form of a TA/RA would mean a lot. Also advocating for those doing CSL to get recognition at FEC annual evaluation.

Volunteer and evaluation coordination. In particular, evaluation of the experiences by program participants.

By continuing to and helping to determine what resources exist within and beyond partnership in innovative ways. For example, at first glance, conventional ways of doing things or conventional resources may appear to be depleted; however, by persisting in partnership, new insights may emerge about unconventional ways of doing things and unconventional resources.

6. How can CSL support the TRC and its Call to Action, and support the University of Alberta and the Faculty of Arts in their goals to reform curriculum and teach the valuing and recognition of Indigenous ways of knowing and being?

1. Going beyond the usual scholars with the usual Western paradigms of knowledge to speak at the U of A. Look to elders who embody oral traditions. Reach out to Yellowhead Tribal College for ideas and people.

Generate ideas with students, and seek guidance and input from Elders about protocol and guiding questions. e.g. Host a learning circle dialogue with instructors, Indigenous CSL instructors and students, and the Indigenous Engagement Scholar at Faculty of Extension to generate ideas about how to authentically and humbly support CSL-TRC commitment, and ask elders or community-based leaders to guide our thinking and actions. Create an opportunity to overcome fears of 'not getting it right' or not having the knowledge and work with mentors and guests to lead this learning. Draw on Indigenous current and past students' experiences with CSL to inform this content and process. Set realistic but intentional goals for learning and field experience. e.g. walking tour that includes "in their shoes" display at the public library sparked discussion, and this could be developed into a full discussion and response Use practical, memorable ways to shift thinking and generate critical reflection that will last a lifetime. For example: Work with Donita Large and her youth team to do a Blanket simulation exercise with students and community partners, U of A stakeholders, and City staff -- or City Councillors! Have a student team with with Miranda Jimmy, running for City Council, Ward 5, and community partner with RISE. Actually use the TRC report in sections as texts and readings for deeper exploration of the recommendations and calls to action. Design an arm-chair panel Have CSL students partner with Aboriginal Writes or other groups -- EPL, Bent Arrow to think about ways to integrate learning in class and the broader community. HUMAN LIBRARY/LIVING BOOKS last year had Derek Thunder as a speaker/resource. He is terrific.

By ceasing to marginalise that knowledge. It about time we learnt from indigenous knowledge in the mainstream. Instead lets study these ways of knowing take the view , how can we learn from them to change how we operate as a society. A difficult one because the UOA works according to principles of knowledge development that are the direct opposite. Then there is the danger of cultural appropriation. The Faculty of Native studies should be central and elders in the community.

Again, why only the Faculty of Arts?! CSL must be a university-wide initiative.

This is a good question. I have been teaching indigenous content/knowledges etc. for the last ten years. And it has only been recently with the TRC that the university if finally interested in this--as it is now a hot/popular topic. Maybe I'm a bit sarcastic? In any case, CSL could help by creating partnering opportunities for students to work with NGO's that do artistic/creative/musical/theatre/poetry etc types of projects in collaboration with aboriginal peoples/youth in edmonton. IN stead of focusing on the violence/trauma--help these individuals channel creative ways of healing? I'm sure CSL already does this but just a thought.

A greater understanding of what groups would be seeking from a CSL partnership and the role they would like to play would be very beneficial.

By continuing to be present / show up in moments of dialogue - listening and acting with cultural humility - to co-construct an emergent healing practice.

7. Should CSL focus primarily upon courses and instructors in the Faculty of Arts? If it spreads further into new faculties, how should this be funded to ensure sustainability?
I don't know about other faculties, but I believe very strongly in spreading CSL internationally, starting with universities with which the U of A has an MOU.
I have no idea! I think the question of funding already affects Arts. Professors are asked to do extra work to teach a CSL course (and many of us do), but there is no official recognition or compensation for this. I don't think more professionalized faculties will engage in this if there is no incentive or work load reduction.
I have lots of ideas for this question, yet I can see where the funding is at the heart of planning. First, it should not be limited to the Arts, but thoughtful planning and the time and commitment to foster relationships over a longer arc is essential. It could also be designed over several years to include community partners, instructors and students across disciplines in a SSHRC Insight Development or Partnership Development grant -- e.g. a project related to transportation, urban planning for parks/green spaces, or inclusive public engagement could include SKILLS Society; City of Edmonton data analytics, recreation, science, tech, business students, City planners... Consider inter-disciplinary collaborations that respond to community generated needs. Community social and digital mapping project that partners CSL 300 students with Planning or Business students; CSL 100, urban planning, and a science course could be paired on a research project on environmental care, perceptions of wildlife in the city, etc. Education and math -- designing math fairs for schools... For example, EDPY 597 class is part of the Masters of Health Science Education program that includes physicians, EMTs, dentists, therapists, lab techs, and other learners. They are learning to teach adults as part of their career role -- simulation, nutrition, bedside/family communication, emergency room teaching, etc. This course is ideally suited to partner with health-based community organizations, and CSL partners. e.g. Multicultural Health Brokers, Shine, Bissell Centre and Boyle Street, Action for Healthy Communities...as well as nutritional science, social work...community development, science. The Univeristy of Alberta research images includes an image from a contibutor who has a background in design, cardiac medicine, and tech, and they are now designing toys to educate about heart health. These connections and collaborations could be ideal for CSL students and new faculties! Funding: NCERC, CCEDnet, McConnell Foundation for social innovation and enterprise. Rural Development Network funding on rural homelessness, etc.
Definitely expand but also build on the diverse experience of other faculties like Extension. There are a number of us dotted around the University who do PAR, CSL etc but we are not connected and therefore do not form the critical mass we potentially are. Faculty boundaries and FEC are a real barrier so this needs to come from Central as should the funding . They spend on other things again Advancement should be supporting this.
No. It must serve all parts of campus, especially those faculties directly involved with the community.
CSL should focus on the ARTS. If other faculties would like to participate they should then pay/fund for having their own CSL facilities. Or, if they want to expand--certainly more funds/staff/resources should be provided to CSL--especially if it is a central focus of the new academic plan for the public good.
I would imagine that through relationship exploration, building, and maintenance potential would be explored with on-campus partners. Some additional faculties may respond and demonstrate authentic interest; other faculties may not be able to participate in that current moment.

8. Should U of A CSL, both on North Campus and at Augustana, take further leadership roles in reinvigorating the Canadian Alliance for Community Service-Learning? For instance, might the U of A convene the next National CSL conference?
Sounds great to me, but I don't know a whole lot about that world.
I don't know much about this.
This comes to mind: Why not? Some initial questions: - How is it used, by whom, to what end? - How could it be more useful, vibrant, sustainable - What resources/assets do we already have that could make it a 'go to' resource and source of inspiration? How can it be used to demonstrate results and outcomes/impacts of CSL? - Who attends the conference, for what purpose? Who is not there but should/could be? For the

website, I would love to work with students to generate a digital map with pop-up profiles of people involved in CSL across Canada. First round could be directors, researchers, and institutions. This could include a number of layers, including funders and community partner organizations if they'd like to be included. It could also profile past students and what they are doing now. Could graduate level CSL students or certificate students also take a leadership role in developing content or monitoring the website. The websites that I've seen students design are already advancing rapidly, and that could be an ideal way to being to update the research and resources on CACSL. E.g. Faces of CSL National could be a CSL 300 course project. Even 4 new profiles of people doing interesting work across Canada, and 6 relevant publications or teaching resources starts to make it highly creative, fresh, and relevant. Conference...it depends on the intention. It could also be designed in concert with another learning event that showcases civic engagement or community life - Winter Cities, an End Poverty event, Edmonton Folk Fest...and with lots of interactive participation such as the public library walking tour, visits with community partners, students and partners as guest speakers, etc. Lady Flower Gardens, etc. There might also be other long-term ways to collaborate with Augustana, such as housing research such as co-housing models that could work in urban/rural contexts [see Rural Development Network funding comment in my previous section.] If not already doing this, U of A main campus and Augustana could also pilot a project that includes cross-campus collaboration on a project - or comparative analysis urban/rural. There are challenges, of course, but it could be a blended model where some interaction is face-to-face and some is online, or through digital modes of engagement. On the CACSL note, CSL students and instructors, community partners could also take a leadership role in preparing content for the site that could also be submitted to the C-E journal at the University of Saskatchewan.

Absolutely Go for it, it might force the UOA to sit up and notice. Why is CBPR, CSL CBR etc not a signature area for the UOA there are enough of us.

No opinion. This seems like a decision best left to CSL staff.

That would be a great idea. U of A and CSL are doing fantastic work which should be recognized.

Perhaps such exploration of convening the next National CSL conference would be an opportunity to determine with national and local partners if CSL will continue to be the discourse for the future. Or, perhaps by convening and meaning, delegates will reflect and determine that the discourse is changing to respond to contemporary societal changes. An emergent discourse may be just as meaningful yet customized to reflect the complex social issues of the late 2010s compared with the dynamics of the early/mid 2000s.

9. How can CSL best contribute, in collaboration with the Faculty of Extension and other areas of CBR activities on Campus, to the U of A's Objective (16) to 'Enhance, increase, and sustain reciprocal, mutually beneficial community relations, community engagement, and community-engaged research and scholarship that will extend the reach, effectiveness, benefit, and value of our university-community connections'?

Provide training in these methods and funding for research projects.

This approach already seems consistent with what I (and others) have been asking for or envisioning for CSL, and the brokerage role is meeting an identified need within the community and university. Excellent! More of the same, please, with reflection on what has worked well in the CBR course this term, and ideas to guide future planning. Sustained connections with the MACE and MACT programs and URI will also be beneficial. Another community generated question: How can the homeless themselves find out about initiatives like End Poverty Edmonton, and initiatives to end homelessness, and be the drivers of the solutions? What are community agency and advocates roles when they are too exhausted to lead the grassroots organizing? For example, Paulo Freire's concept of 'conscientization; and very powerful work with literacy and numeracy in Brazil. There are also opportunities for new inroads with the international students education to raise awareness of the concepts of volunteerism and the current City of Edmonton/community partner concerns and roles. This could be designed as a community-based research survey or storytelling through images and interviews (students help with one large event, with lots of preparation and reflection opportunities, such as homeless connects, Edmonton Nature Club/school environmental field study in Tofield, AB, a fundraiser, or a youth event as exposure and new ways of thinking for long-term relationship building).

Centrally facilitating getting all of us together in a Big Conversation , setting up something central like the

Office of Sustainability to allow secondments etc less bitty more critical mass. Combine all our strengths.
Think broader than just the Faculty of Extension. Too much of this work seems to be siloed.
As mentioned, keep doing the fantastic work you are doing...but if CSL can provide more support for instructors in the form of an RA/TA or course release or real FEC recognition---the extra amount of work instructors do with CSL (equivalent to two courses!) would be more sustainable. The valuable work is being done.
By continuing to show up with CSL's core values, demonstrating authentic partnership and partnering with other units who are also showing up authentically.

10. The University of Alberta has a goal for the enhanced global competency of its student body and its access to short and long-term outbound international experiences (Strategic Goal 2, Objective 7, strategy ii). As CSL explores contributing to this goal through a short-term, GSL course experience in Nicaragua, what other strategies might be considered?
This is wonderful. Yes! I would be delighted to talk about how we could take CSL to the Universidad del Oriente in Cuba in spring 2018!
I benefited from 3-4 month exchanges as a 17 year old, so I value these opportunities as trans-formative. However, like many, I can see the limitations and risks, as well as the possibilities and amazing potential of the short-term experience (weeks?), and would want to ensure that CSL is engaging in these in the same thoughtful way you approach all program planning. I trust this is all part of the development, but here are a few thoughts: Draw on expertise and prior knowledge of CSL staff and students, and community partners who engage in this work. Read past reports and reflections from students to guide planning and reflection activities; read dissertations that provide recommendations and evidence of impacts -- Jorgenson, 2013 (?) wrote about short-term educational exchanges to Ghana (Educational Policy Studies) that could inform planning and analysis. Work with students to ask critical questions about who is benefiting from these experiences, and how to enhance this learning, and draw connections back from global to local involvement. Connect with educators in Edmonton who are organizing digital conferences and other modes that don't require international travel. Consider opportunities for "global competency" that can happen right here in the local context [partner with International Centre]; Centre for Race Relations, etc. AND connect with visiting students from these countries -- guest speakers, guide for a day, Human Library, collective project, simulation such as Baranga [language, culture] AND work thoughtfully with partner organizations from the exchange country, as well as Change for Children and ACGC and others who have experience in designing reciprocal or two-way exchanges. Canada World Youth has a model that could be used to inform planning, based on adult education principles of planning, action, reflection, action and further reflection. Dr. Karsten Mundel is an excellent resource person from Augustana and will connect CSL with LAB to share their resources from international learning programs. Past Canada World Youth staff and leaders (some who have worked with CSL!) would have lots of ideas to share about how to design learning modules for student reflection. Is it possible to work with a community partner to have 6-8 students come here as part of an exchange? Can the students stay with host families? I'd also suggest connecting with current and past CSL staff who are very familiar with intercultural exchanges, and the importance of guiding students and leaders through processes of reflecting on their own power and privilege, while still maintaining hope and a commitment to learning and action. Connect with ACGC guests from other countries when they are here, and Change for Children, sport or faith organizations that are hosting groups who could have an interactive session with CSL students in Edmonton -- or prior to departure if there is an international component. A past CSL student from CSL 300, fall 2016 did a thoughtful and critical analysis and presentation of a course reading on international CSL learning. She would be an excellent guest speaker or contributor to this conversation. The emphasis in the reading was to work in solidarity with the international partner to set objectives and design the program. Pre-mid-point - and post learning and reflection are essential. Consider the "global competencies" and whether or not those are connected with travel, or could be learned in a setting that was designed to support learning and reflection: poverty simulation that's run by United Way; intercultural competency workshops designed by Charlene Ball and Lucenia Ortiz (City of Edmonton), events coordinated by local organizations, etc.
Some faculties do this at postgrad level eg School of Public Health Global program practicum. Mitac and

other programs are around they just need rebadging
Not sure.
Many NGO's that I have worked with have students engage with international work--indirectly/directly. For example Change for Children and their environmental advocacy work in Nicaragua.
By demonstrating authentic partnership principles for mutual benefit with global partners - not imposing western-societal expertise on partners if that's not what is needed. Modeling this approach for U of A students.

11. How can CSL support blended learning courses without diminishing the quality of the relationships which underpin the pedagogy?
That's a tough one. Here's an idea I'm trying out this term: having non-CSL students help CSL students on a course basis, so that they may not get CSL credit, but one of their grades will be based on contributing to a CSL project.
These are two separate things. Blended learning doesn't have to compromise relationships. It just establishes a different dynamic. Training in blended learning methods can help.
Lots of ideas! Face to face to build relationships and set the tone, intentions, and begin the connections. Opportunities for digital engagement -- stories, forums, podcasts, digital mapping, Google documents to provide a generative writing space... Skype [when it works...] phone calls and good old fashioned mail could also be fun for certain courses. Photography and writing responses to images are also powerful modes for learning. Then mid-point learning exchange -- preferably live And final face-to-face encounters. I've had success with a student from a small town designing a website, accounting tools, and blog for an organization - at a distance, but she had a prior relationship there. Consider different ways to develop projects like this with partners. Recognize both the limits and opportunities with this design, consistently review expectations, and consider whether students should already have a foundation in CSL, etc. Could also pilot some ideas: Augustana, Faculty S Jean and North Campus collaboration where all students are exploring similar questions: Seniors access to public parks or how seniors use public spaces/service, for example, and be designing stories and maps, then posting and sharing them for comparison and shared analysis... Students from U of A North campus could work with digital democracy and youth project to connect with other international CSL contexts... Some of it would be online and some face-to-face, and could include multiple campuses. Lynette Shultz (EDPS) has done interesting work with high school teachers and principals and UNESCO related to global citizenship. They then met face to face in Ottawa to write a final "Youth Citizenship Paper" together. Post videos, webinar, online presentations in real time, facetime, text, etc to get to know the partners and team in different ways.
There are a number of people exploring this outside academia. I am personally experienced in the Circle Way and we are looking at how to encourage the process in groups across the globe using digital technology. If we take the perspective there is a leader in every chair you can help students self organise discussions in an intimate setting and then report back in plenaries. Unfortunately Adobe Connect does not help and neither does the instability of internet in some parts of the University.
I have not engaged in blended learning, but have heard both positive/negative things about it...so I'm not sure I can comment properly.
Consider optimal class sizes (in terms of numbers of students) as part of pedagogical design.

12. How can CSL's community partners gain access to multiple methodologies and perspectives from students on one project or problem? How might CSL support Objective 17 of 'For the Public Good', which calls for building and supporting 'interdisciplinary, cross-faculty and cross-unit engagement and collaboration'?
This question is too general. It would vary from case to case. Depending on the project, these partnerships might occur naturally or not. This question cannot be answered out of context.
This requires faculty and instructors to change the way they work but also the Science Shop idea

Hard to accomplish when CSL seems to be tied to specific courses within particular faculties.

1-CSL's partners can gain access about student perspectives from students comments/feedback from the courses. This is widely available. Sometimes instructors have provided resources for NGO's--with positive or negative results. That is, they ignore these resources even when they could highly benefit because they have their way of doing things. Or they use these resources. It is up to the organization though and not our job to tell them what to do. I once provided recommendations to an NGO and they took it badly--so we have to be careful/thoughtful with this.

2-How to build interdisciplinary/cross-faculty engagement? Good question. This is something we have been trying to do forever with no clear support or solutions. This is a huge hurdle. It is something that sounds cool and sexy that the university pays lip-service to. If partnerships and collaborations are made...who gets credit? How is this counted for FEC annual evaluation? Who gets paid? How? These are some of the obstacles to collaboration.

"Understanding by Design" and lateral thinking.