CREATING RECIPROCAL AND ETHICAL LEARNING PARTNERSHIPS IN THE DOWNTOWN EASTSIDE:
MESSAGES FROM PARTICIPANTS ON THE DEVELOPMENT OF PARTNERSHIP PLANNING TOOLS

SYNTHESIS REPORT

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Land Acknowledgement

This report was researched, written and produced on the traditional, ancestral and unceded territory of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and Səl̓ílwətaʔ/Selilwitulh (Tsleil-Waututh) Nations.

Photo: Musqueam artist Elder Doris Fox facilitated the co-creation of this community button blanket with participants at the UBC Learning Exchange in a workshop series called Threading Our Stories.
Dear Friends,

We are pleased to bring you this report, which is compiled for all who live in and provide services to the Downtown Eastside (DTES), including those who work, volunteer and learn at the UBC Learning Exchange and other community organizations.

What issues motivate this report? A key impetus for the work leading to this report was to contribute to creating more egalitarian partnerships amongst and between community organizations, students, and UBC staff and faculty. Achieving this goal is challenging. Community organizations in the DTES, who are the hosts of many students engaged in what is called experiential learning or “learning by doing,” have told us that their involvement with university students is often time-consuming and lacking in continuity. While some of their concerns are rooted in institutional differences (e.g., the semester system constrains faculty, lack of sustainable funding constrains non-profit organizations), successful partnerships can be achieved when relationships are based on mutual respect and understanding.

Who should read this report? This report aims to share the knowledge of people in the DTES who are continuously thinking about how to engage in ethical and reciprocal experiential learning partnerships in the community. Partners include UBC students, instructors and coordinators, and staff members at DTES neighbourhood organizations who are engaged in work for the benefit of community members. There are multiple audiences for this work—community partners may find it useful as part of a general orientation to the DTES for students and new instructors; university instructors who see the value in experiential learning pedagogies may be motivated to explore new learning partnerships; and students may become more aware of the work that’s involved in learning partnerships on the part of community organizations and instructors. UBC’s new Strategic Plan (see https://strategicplan.ubc.ca/) refers to Transformative Learning and Local and Global Engagement as core areas. To “co-create with communities the principles and effective practices of engagement and establish supporting infrastructure,” is one strategy. Thus, this report is also relevant for university administration.

What’s our view? Given the importance of relationships, this report aims to provide a “360 degree view” of effective partnerships, highlighting similarities and differences within and across partner groups in aspirations, ideas about success, and constraints. It is intended to lay the foundation for the development of “partnership planning tools” (PPTs), tools or resources that can help students, instructors, and community partners enter into and maintain strong learning partnerships (see Call to Action). Although this report focuses on experiential learning in the DTES (because of its unique features), there is little doubt that our messages about effective partnership will resonate more widely.

Who was involved? This report is the collaborative effort of staff from the UBC Learning Exchange (LE), Centre for Community Engaged Learning (CCEL), and UBC faculty, graduate and undergraduate students, with funding support from a UBC Teaching and Learning Enhancement Fund (TLEF) grant (see: https://tlef.ubc.ca/funded-proposals/entry/36/) It reflects the wisdom
of community organizations, undergraduate students, instructors/ coordinators, as well as CCEL and LE staff who participated in dialogues. Future activities include the development and piloting of PPTs for use by different partner groups in 2018-19.

**Report structure:** Community voices are quotes throughout the report to reinforce the need to center community desires, needs and motivations in community-engaged learning. These quotes come from a video produced by the LE in which community members were asked to give “advice for students learning about the Downtown Eastside” (see Appendix 2).

We hope you enjoy the pages that follow.

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Principles for Ethical and Reciprocal Partnerships

ETHICAL & RECIPROCAL RELATIONSHIPS

DTES PARTNER ORGANIZATIONS WANT...
- To receive students who arrive oriented and prepared to work with the community
- To focus on sustainable, long-term partnerships
- To establish early and open lines of communication

DTES COMMUNITY MEMBERS WANT...
- To know work is being done for the betterment of their community, not just the academic community
- To identify and access services and projects with a long-term vision
- To engage in projects that emphasize the strengths of the community

UBC FACULTY AND STAFF WANT...
- To build and maintain partnerships over time
- To prepare, assess, and debrief student experiential learning
- To identify community partners who can facilitate learning outcomes

UBC STUDENTS WANT...
- To be given flexibility and choice in placement opportunities
- To receive a sense of contribution through their work
- To be provided meaningful experiential learning with clear expectations

Infographic: Matt Hume
Community-Engaged Learning (CEL): What is it?

We often hear frustration from community about academics’ lack of grounding in “the real world” and universities’ distance from their communities, in particular, from those who are most marginalized in society. Often, this is framed in terms of a theory-practice (university-community) divide. We see theory and practice as intertwined, and experiential learning is about exploring their interrelationships rather than asserting the value of one over the other. For new instructors who feel the need to justify community-engaged learning within the university, and for community members who want to think more deeply about why community-based learning is so powerful, we begin this report by talking briefly about learning theory.

Learning as Participation, Learning for Social Justice

A common view of learning sees it as acquisition, conjuring an image of the human mind as a container to be filled and the learner as a passive recipient of knowledge. In contrast, we believe that learning and development take place through human engagement with the world.
Learning is social, embodied, emotional, and grounded in place and time. Rather than simply acquiring or adding to our knowledge base, learning often involves the disintegration of old ways of thinking and reconfiguring knowledge to make sense of new situations. Thus, learning is better understood as the result of participation in a community. The language of participation highlights the importance of relationships and the bonds between individuals. It’s consistent with educational aims that encompass citizenship and social development in addition to developing employability skills. The “participation” perspective also challenges the idea of one-way knowledge transfer from university to community; instead, learning is seen as a pathway to finding one’s place among other people. Experiential learning is powerful because human beings come to know their world and themselves in the process of collaboratively changing it. Thus, knowledge emerges from practice instead of being “applied” to practice.

Finding one’s place among other people requires also that power and privilege are acknowledged. The language of service learning is problematic in its suggestion that (usually) privileged university students go to community to serve the less fortunate. A contrasting perspective suggests that students and faculty members must be open to being taught by others; learning happens by engaging in projects of relationality and responsibility (Bruce, 2013). Such projects remind us of the 4 R’s—respect, relevance, reciprocity, and responsibility—discussed by Kirkness and Barnhardt (1991) as key in fostering a more responsive higher education system for Indigenous students. Fostering two-way relationships requires acknowledging that there are multiple ways of knowing and forms of knowledge. For example, Indigenous knowledge systems privilege the relationship to Land as a place, sacred site, and teacher, which is quite distinct from approaches to learning that ignore physical and historical locations.

Since learning occurs in different places, and is messy and somewhat unpredictable, there is not just one way to organize such learning partnerships. For this reason, we seek to identify principles about effective experiential learning rather than providing a prescriptive template. An important goal of such learning is to help students move between different learning spaces (university and community) which are organized by quite different logics, and to foster learning communities that respect and value the diversity of participants and perspectives. This diversity is likely to lead to a pedagogy that interrupts the status quo (particularly for university students and instructors/coordinators), since previous understandings are likely to be shaken. In sum, university partners should try to be open to the messiness, ambiguities, differences (sometimes very strong) in perspectives, and contestation that are likely to characterize relationships within and between diverse groups of instructors, students, community organizations, and community members. Appendix 1 provides a list of references to look at if you’re interested in exploring these ideas further.
Place Matters: The Downtown Eastside (DTES) and the Learning Exchange (LE)

“I think it’s really important to know the neighbourhood first as much as you can. ... It’s good to remember that we [at the Carnegie Community Center] get so many requests for studies. ... we’re constantly going for funding trying to ... stay afloat and it takes staff time to work with students and researchers. If you’re going to come down here and do the work, think about what you can give back.” - Phoenix

The following sections aim to disrupt preconceptions about the Downtown Eastside (DTES) for those who are new to it and to raise awareness about the unique resources provided by the Learning Exchange (LE).

**The Downtown Eastside**

As one of Vancouver’s oldest neighbourhoods, the DTES is rich in history and culture. The neighbourhood is home to a robust group of community organizers and activists who work collectively to resist ever-expanding threats of gentrification, homelessness and governmental neglect. It also has one of the highest concentrations of artists in the city. It is economically and culturally diverse and is comprised of Indigenous peoples, Japanese-Canadians, Chinese-Canadians, and African-Canadians, to name a few. The neighbourhood is also known for being
home to many vulnerable populations including seniors, low-income singles and families, those who work in the sex-industry, as well as individuals experiencing homelessness, addiction, mental illness, and physical disabilities. Over half of the residents of the DTES are of low income, relying on income assistance support, pensions, or charitable and social services. Because of this, the DTES tends to be a target for many interventions including experiential learning for students and others wanting to do research. The community has been an important teacher for the university although relationships have often been far from reciprocal.

**UBC’s Learning Exchange (LE)**

The UBC Learning Exchange is a hub for community-based programs, student learning and community-based research in the DTES. Established in 1999, the LE provides adult educational opportunities to DTES residents, collaborates with UBC staff and faculty to engage university students in “hands on” education with the community and supports community based research and knowledge exchange. The LE occupies a unique location “inside-outside” UBC. As a neighbourhood site, it provides community programming and maintains strong collaborative relationships with nonprofit organizations in the DTES. As a university outreach site, it has a strong commitment to student learning and embraces innovative teaching. The mission of the Learning Exchange is to engage, inspire and lead these two very different communities to work and learn together (Towle & Leahy, 2016). Each year, the LE works with over 500 students, 50 faculty members, 30 community partners and over 2,000 community members.

**The ABCD Approach to Community Adopted at the LE**

> “[Y]ou could sit down (and) talk to someone. Play cards with them. I think that you’ll find a person there. You start to see people, you don’t just see ‘the job,’ the stereotype, the label. Yes, there are those things, but there are other things. ... And there are a lot of people, a lot of rich history here. A lot of wisdom here.” - Lance Lim

The Learning Exchange adopts an asset-based community development (ABCD) approach, which draws upon the strengths, skills, and abilities that are present in a community rather than focusing on challenges or deficits. This approach mobilizes individuals, associations, and institutions to act as change agents on issues of relevance to their community. It also recognizes the power of relationships within a community and the importance of development led by local leadership.

Following this approach, the LE recognizes the capacities and strengths of people living in the Downtown Eastside and is committed to developing ethical partnerships and non-hierarchical learning relationships in its community programming. For example, in its Learning Lab, residents become teachers in response to community requests. New programs and workshops stem from needs identified by the community. Activities included the development of computer training workshops for residents, and an innovative English Conversation Program. The Learning Exchange is true to its name, working with the idea that everyone has something to learn and everyone has something to teach.

The Asset-Based Community Development Institute at the Irwin W. Steans Center for
Community-Based Service Learning & Community Service Studies at DePaul University has compiled a set of resources on ABCD, as has Vibrant Communities Canada and Tamarack Institute (see links in Appendix 2: Resources).

Student Involvement and Training at the LE

“This community doesn’t need another drop-in moment of someone’s three-month long project or term paper that addresses something briefly and then goes away. We need strong relations, everywhere.” - Cecily Nicholson

The LE provides a spectrum of curricular and co-curricular (not tied to a course) experiential learning opportunities to undergraduate and graduate students that range in length from one day to more than a semester. Faculty, staff, and students usually contact the LE to learn more about opportunities and the LE occasionally reaches out to individuals and groups at UBC who have specific skills and assets that could enhance community programming.

The UBC LE is fortunate to have a Student Learning Coordinator and an Academic Director, whose work includes thinking about supporting student learning. The coordinator supports student involvement and learning and helps orient UBC faculty, staff, and students to the DTES. LE staff also spend time talking with students about their skills, interests and passions to help them engage with community in productive ways. Because many other community organizations in the DTES do not have staff specifically for this purpose, it can be challenging for them to work with students in the ways they would like (e.g., taking time to clarify and discuss expectations and reflections on learning). The LE has developed resources (e.g. orientation materials) that may be useful for other DTES community organizations.

Student Orientation at the LE

“Open up your ears and open up your eyes and try not to talk so much; just learn and observe and really learn [from] the interactions of people there. It’s great that you got all these books behind you but there’s a lot of things that you can’t learn from books so use that wisdom from the community.” - Hendrik Beune

The LE offers a variety of orientations to students based on length and type of placement or project, skills, and experience. Since negative single-story representations about the DTES from the media and other sources can lead students to enter the community with misconceptions and apprehension, the LE spends a lot of time orientating students to the neighbourhood prior to their placements. Orientations include self-guided neighbourhood walks, a series of five videos called Shifting the Story,¹ and group discussions; all of which help students counter negative stereotypes and open up to more complex narratives of the

¹ Shifting the Story was produced with support from the Equity Enhancement Fund from the Equity & Inclusion Office at the University of British Columbia.
neighbourhood. *Shifting the Story* videos feature interviews with DTES residents and community members who discuss their lived experiences and address topics such as community, gentrification, creativity, activism, and messages for students.

In the final video titled, “Advice for Students Learning About the Downtown Eastside,” residents and community members delve into topics they believe are important for both newcomers and students returning to the DTES neighbourhood for community placements and projects. Important themes include reciprocity in learning and relationship building, seeing beyond stereotypes, making broader connections between the DTES and systemic issues across Canada and the world, and avoiding “drop-in” volunteerism. See information about how to access the videos in Appendix 2.

Students also receive training in a workshop called “Establishing and Maintaining Boundaries” to help them foster and practice respectful and safe connections with community members. Learning about boundaries also helps students better understand their roles and responsibilities.

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**Student Opportunities at the LE: Short-term, Long-term, Volunteerism and Employment**

**Short-term:** UBC classes can visit the Learning Exchange for one day to learn about the UBC Learning Exchange and to learn more about the neighbourhood.

**Long-term:** Students from several disciplines have completed their practicum at the UBC Learning Exchange including First Nations and Indigenous Studies, the School of Social Work, and the Faculty of Pharmaceutical Sciences. Additionally, some Teacher Education candidates participate in a full-time, three-week Community Field Experience (CFE) while students from the Faculty of Medicine participate in a full-time, six-week practicum called Flexible and Enhanced Learning (FLEX). The Urban Ethnographic Field School (UEFS) is a six-week summer course for students in Anthropology and Sociology conducted by UBC instructors, which takes place at the LE.

**Volunteerism:** CCEL’s Trek program² helps link students with volunteer opportunities at the Learning Exchange. Students can also opt to volunteer independently by reaching out to the Learning Exchange directly. Staff will help students find an appropriate fit based on their skills and interests. Volunteers are involved in all areas of community programs. CCEL’s Reading Week program offers students an annual opportunity to participate in a three-day community project and students have completed this at the Learning Exchange as well.

**Employment:** Student employees are key contributors in running programming at the LE. Co-op students are employed full-time for four to eight months; Work-Learn opportunities are part-time for 10-20 hours a week and also range in length from four to eight months.

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² For more information on TREK, see: https://students.ubc.ca/career/community-experiences/trek
Learning From the Partners

To learn about effective partnerships, our main sources of information were dialogue sessions with students, community organization representatives, LE and CCEL staff, and instructors/coordinators (see Appendix 3 for details). We also reviewed resources and evaluation materials from the LE, CCEL, and other sources. This section summarizes what we learned from each partner group, followed by discussion of common themes.

Community Organizations in the DTES

“Remember that this community knows itself better than you. So we’re not ever entering into an experiential community as experts if we don’t have those shared experiences.”
- Cecily Nicholson

We spoke with five community partners who have hosted students from different post-secondary education institutions in placements of different durations and types (e.g., internships, curricular community-engaged learning, co-curricular activities, etc.).

A key issue for participants concerned the need for greater institutional support for community-engaged learning (CEL) programs; they suggested building it into university and academic programs. In the current state of CEL, which tends to be piecemeal and fragmented, the lack of continuity is challenging for community. Further, insensitivity to community realities requires constant re-education of students. The need for more institutional coordination of CEL was also reinforced at the 2017 Community Dialogue Session held at the Dr. Sun Yat-Sen Gardens in Vancouver. Community representatives there spoke about the challenges of short-term placements and the need for students to have a better understanding of the non-profit sector before they participate in CEL. More specific to the DTES, community partners suggested UBC participants need to be attentive to their power and privilege in interacting with
In our dialogue, community partners felt that CEL is more successful when:

- University instructors/coordinators are embedded in community—when they are committed to building and maintaining relationships over time with community organizations;
- Instructors, students and community organizations are attentive to each others’ structural constraints and differences in aims;
- There are clearly defined tasks and responsibilities for students;
- Instructors/coordinators attend to administrative details (e.g., communication among student-partner-instructor, matching students with placements and tasks) and acknowledge the emotionality of student learning;
- Community partners and instructors support student learning, e.g., providing opportunities to debrief and reflect on their experiences;
- Students already have some background working in communities, and are knowledgeable and well-prepared (e.g., oriented to community in a way that emphasizes assets rather than deficits, provided with ‘boundary training’), take their responsibilities seriously, and respect those they interact with (including privacy);
- Students are given time to observe and ‘tune in’ as opposed to ‘diving in’ and ‘taking over space’; and
- Students have time to reflect and to engage in creative problem solving.

In addition to clearer expectations and better coordination of CEL at universities, Butterwick and Henry\(^3\) recommend ‘avoiding one-size-fits all’ approaches to partnership since each partnership and placement is unique, and organizational life is dynamic. Their practical suggestions include universities offering longer courses for CEL in order to provide more time for students to engage in meaningful ways, and including community partner perspectives when making policy, undertaking research, and implementing CSL activities.

In sum, most suggestions from community partners involve university participants doing their homework before engaging with community to ensure that CEL opportunities for students are thought through carefully so expectations are clear and all partners benefit. The five community participants in our dialogue sessions were supportive of tools that would help them learn more about how other non-profit organizations were approaching CEL and how to orientate students to their organizations and to the DTES. In particular, community might benefit from having regular conversations about what works and what doesn’t work in CEL.

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\(^3\) See Butterwick and Henry’s (2014) report based on community perspectives on learning partnerships with UBC (Appendix 2).
“It’s important to acknowledge how lucky we are to be able to go to university or to have a university education. But it doesn’t make us better than anybody else. Like that’s the thing, like down here, like who cares! You know? It’s who you are that matters more.” - Phoenix

In the dialogue sessions, students who had engaged with the DTES community described it as “enriching,” “empowering” and “caring,” as well as “challenging.” This section draws on interview transcripts from students about their experiences at the LE, as well as two dialogue sessions conducted with nine students who were placed in DTES organizations as part of their course requirements. Students discussed what worked well, what didn’t work well, and suggestions for improvement.

What works well:

- Preparation: Students appreciated it when UBC staff and community partners encourage critical thinking. In particular, professors were able to interrupt stereotypes of the DTES community through assigned readings that centered asset-based community approaches. In one class, this work was furthered through discussion of decolonization, prompting students to think more deeply about their social locations as well as the ethical implications of short-term research projects. In the same course, students explored the problems with “savior” or “charity” models of volunteerism while
simultaneously investigating their own assumptions about what it means to volunteer with marginalized populations.

- **Place-based activities:** One community partner offered an art-tour of the DTES as part of the student orientation, which provided students with a different vision of the neighbourhood than the one often presented in the media. Students at the LE found that being part of a community space offered opportunities to develop relationships with community members, blurring an “us” vs. “them” mindset. Sharing space also exposed students to tacit understandings about communication and interaction with partners and members of the community, further encouraging disruption of students’ preconceptions of the DTES. This learning often resulted in recognizing the diversity and agency found in the community. Students also appreciated when organizations fostered respectful discussions about stereotypes.

- **Mentorship:** Students reflected on the value of community staff who were welcoming and supportive. They gained a sense of freedom from the belief that “it’s okay to mess up,” “try again,” and accept the complexity of the learning. As one student aptly noted, “freedom to fail gives the freedom to explore.” Students felt that community-engaged learning offers an excellent opportunity for praxis-oriented learning, whereby a theory, lesson, or skill is enacted, embodied, or realized.

**What does not work well:** Students’ reflections on obstacles to learning can be captured in three recurring themes: expectations, preconceptions, and time limitations.

- **Expectations:** Most student concerns focused on their orientation to partner organizations and the DTES neighbourhood. Some students felt that orientation should take place early in their placements while others voiced a desire to repeat aspects of the orientation later in the term once they become more familiar with their roles. In particular, students who felt unsure about how to develop relationships with community members felt they would have benefited from a workshop or similar learning opportunity offered after they had some experience. Clearly, the timing of the orientation depends on where students are at in their own journeys, and these differences need to be recognized by instructors. Along similar lines, students expressed the need for stronger lines of communication between the professor/instructor and the community partner in order to provide clear expectations to students.

- **Preconceptions:** Some students shared that fear of the DTES is sometimes transferred to students before they have a chance to form their own opinions, through parental warnings, opinions of friends, the media, and even orientations to the community. As a result, some did not establish a strong enough sense of safety in their placements to feel comfortable navigating the neighbourhood.

- **Time limitations:** Like community partners, students identified the short time span of their placements as a limitation, and were discouraged by how little they felt they could contribute to the community. Students felt that pressure to produce often contributed to a fear of failure and stress. Related to this pressure was the challenge of navigating between course expectations and community expectations: course assignments could distract from community work and it was sometimes difficult to move back and forth between the two seemingly disparate worlds. Alternatively, students recognized that
pressure to “give back” was often self-induced, based on their own preconceived notions about how to make a “meaningful” contribution to the community. Some students also reflected that their involvement was a first step in becoming more aware of the DTES and intended to reach out to the community again in the future.

Suggestions:
For other students: Former students suggested ways to strengthen experiences for other students placed in the DTES. They had a message for incoming students: “come with an open mind and know that you are entering an established space.” Students also articulated that while it is important to avoid a “savior” mentality, one shouldn’t avoid community-engaged work as a result. Students shared that it is “okay to mess up” as long as one learns from it.

For instructors: Former students also had several practical suggestions for educators in the classroom. They felt that it was particularly beneficial to be exposed to articles written specifically about the community rather than more general theoretical papers, at least initially. Inviting leaders of community organizations to speak to classes is also helpful where possible. They also proposed bringing in former students and alumni who have had similar placements in the DTES, so current students can ask them questions they wouldn’t ask their professors. These inquiries ranged from how to connect some of the dots between classroom and community learning, to sharing personal experiences in the placement and the DTES, to how to dress for the position. And finally, while recognizing the limitations of what can be done in short-term placements, some students wanted to believe that there was room for them to be involved in meaningful change.

For partners: Some concrete suggestions made by students were intended for DTES partners. Usually, if expectations were clarified early on, students felt more able to engage with the community organically. Students also had ideas for walking tour orientations to familiarize them with the neighbourhood, break down walls and stereotypes, and help them integrate faster. Specifically, they felt tours led by people who have lived or worked in the DTES and know the neighbourhood thoroughly are best (rather than someone following written instructions); also, dividing tours into small groups consisting of new students and an experienced guide. On the tours, students suggest covering where drug use takes place as well as where people go for emergency assistance, food and shelter. Clearly, these suggestions require resources but are worth further discussion. The LE currently provides different self-guided tours for pairs of students and offers staff resources to help students debrief their experiences.

Overall: On a final note, students highlighted the necessity of clear and ongoing communication between faculty and community partners so that each knows their role and can convey responsibilities appropriately to students. For example, a “job sheet” including duties and expectations would help students. The University of Alberta community service-learning program uses templates to communicate placement/project opportunities and requires a student agreement form to be completed by instructors, students, and community partners to help ensure that initial expectations are discussed and communicated (see Appendix 2).
University Instructors/Coordinators

“I feel like part of the challenge is when we think about the DTES but we don’t connect it to broader communities, to movements and flows of people, to systemic issues beyond this space.” — Cecily Nicholson

Instructors who have developed effective relationships with organizations in the DTES over time are aware that it should be community organizations driving CEL, although this is not always reinforced within the university. Universities tend to reproduce traditional pedagogical approaches to student learning and prioritize research productivity in reward structures; they’re often blind to the partnership work that is required for CEL. This work includes identifying appropriate partners and developing relationships that are mutually beneficial, co-designing student learning opportunities that also benefit community partners, maintaining open communication with students and partners throughout the experience, and implementing
assessment tools that fit this pedagogical approach.

A key message from our dialogue with instructors and coordinators, like community partners, concerns the need for more institutional support for CEL at all levels of the university.

Classroom instructors would like to see more recognition of the significant amount of time and energy required to design and monitor community-engaged-learning experiences for students, and more willingness on the part of UBC to share university resources with community partners (especially with under-resourced non-profit organizations) who contribute a significant amount of time and energy. A small example would be providing funding for end of project class celebrations or providing financial support so students can professionally print and present materials for partners. Partnership work is logistically challenging and requires academics to develop new skills, including being open to uncertainty, guiding students who are often out of their “comfort zones,” valuing community members’ knowledge and experience, and communicating with diverse groups.

The kind of support offered by CCEL—help to identify potential partners and think through pedagogy, including curriculum, student assessment, and partnership work—is vitally important for instructors who are new to this work. Instructors would like to see UBC provide funding for classroom support in the form of ‘place-based’ CCEL Teaching Assistant (TA) positions, which would help support learning across disciplines with specific kinds of partners (e.g. after school programs, literacy-focused organizations) in the DTES. In addition, while all CEL work requires careful planning, communication, and monitoring, facilitating learning opportunities in the DTES requires additional care given the lack of capacity of many of the community organizations located there and the distrust that exists because of the history of often exploitative interactions between university representatives and community organizations and members.

Practicum coordinators (where the LE may be one of several possible placements for students) were mainly concerned about how to develop and share resources related to organizing placements, orientating students, facilitating communication with and between students and community partners, and assessing student learning—an issue also of interest to instructors. They were also interested in how to attract students to placements that may be out of their comfort zones while supporting them.

Both instructors and coordinators share an interest in how to design and monitor CEL opportunities for students in ways that are most likely to be successful.

The LE is seen as an intermediary between the main campus of UBC and DTES community, an entry point into the DTES for students and instructors, as well as a placement site for students. As noted above, some university classes are held there and co-curricular opportunities ranging from a day to several weeks are available, including the Trek program operated by CCEL.

What works well: Instructors who have built community-engaged learning into their courses suggest:

- In early stages, take time to identify appropriate community partners and to develop mutually beneficial relationships—recognize that it won’t happen overnight. Where
possible, involve community members as the course is being developed to inform content and assessment.

- Teaching assistant (TA) help is extremely valuable to help with partnership logistics (e.g., matching students to projects) and maintaining communication with community partners and students in large classes. Building in communication requirements and benchmarks for monitoring placements is helpful.
- Be realistic about expected outcomes and talk about these with students and community organizations. These expectations, which are likely to shift over time, should take into account the time period, level and abilities of students, and the capacity of community organizations as well as instructors/coordinators.
- Include discussion about professional ethics and need for respectful behavior in student orientation. Communicate the history of relationships between the DTES and university, in particular, the fact that the community feels over-studied and under-resourced.
- Ensure students know their responsibilities regarding communication with community organizations, attendance, and expected outcomes (including assignments and community work). Involve students in goal setting.
- Don’t make assumptions about students’ experiences with the DTES or similar communities but instead find out and provide appropriate kinds of orientation.
- Help students make connections between classroom and community in different ways, including guest speakers, classroom discussion, peer learning, and one-on-one conversations with students.
- Try to organize learning in ways that break down hierarchies of academic and community expertise.
- Hosting an end of term celebration of learning with community partners present is a great way of marking the end of the course and CEL achievements while thanking partners for their contributions to student learning.

**What does not work well:** When the match between student and placement is poor, the experience is more challenging for everyone. Developing and communicating realistic expectations is very important, as is identifying and addressing any problems early on in the student experience. Especially when the communication between instructors and coordinators and community partners is poor, student problems go unnoticed.

**Suggestions:**

- Coordination of support for this kind of high impact teaching and learning across UBC would be helpful.
- There is a need to document failures as well as successes to help others learn about effective partnership. Documenting the value of CEL would also help change the culture in universities.
- Recognize and support faculty who engage in CES: Reward systems (e.g., promotion & tenure processes) need to acknowledge and value this work.
- Providing more support (e.g., TA support, funds for end-of-term celebrations, evaluation support) will help instructors meet the logistical challenges, build long-term relationships, and demonstrate the value of this learning for students.
Learning Exchange: Supervisors of Students

“What involved, do your homework, just relax when you come into the neighbourhood”

- Priscillia Tait

What works well: Learning Exchange (LE) staff agreed that when students are able to self-select into placements, they’re generally more engaged in the work. When students chose the LE out of a list of community organizations, it’s usually because something about the LE or the work of the LE “resonated with them,” which usually leads to higher levels of engagement and interest in the placement.

- Recognize and respond to student differences: Students vary in their comfort level interacting with community members — although some adapt to whatever happens, others feel more at ease when they have assigned tasks, especially when they are new to community settings. For example, some students have enjoyed serving food at a BBQ or handing out slushies at a Reading Week event because these tasks provide an “icebreaker” or “vehicle” for them to connect with community members. There is a community Drop-In at the LE and staff find that even playing cards, or taking part in an arts-based activity can make students and community members feel more comfortable with their initial interactions as it “takes the pressure off.”

- The LE also utilizes students as administrative volunteers who help with the “behind the scenes” operational work of the organization. This kind of role can benefit students who want to get involved in a community setting but are not yet ready for direct engagement with community staff and members. LE staff pointed out that such roles respect the different levels of comfort that students have in community settings as well as recognizing their unique skills.

- Opportunities for reflection: LE staff also noted the importance of debriefing in student placements. For example, students’ discomfort can provide a space for learning and growth. Giving students the opportunity to reflect on their emotions can help them reconsider their perspectives. LE staff point out that debriefs don’t have to take a lot of time. Even a few minutes of discussion around a specific interaction — for example, what could have gone better or how students could handle situations differently in the future — can be very valuable.

- Flexibility: Even though specific tasks can be helpful, UBC LE staff members suggest that placements usually work best when students are “comfortable working in ambiguity.” When students are flexible in their approach to a community setting, as opposed to needing continuous direction or getting frustrated when plans change, they’re more likely to flourish.

- LE staff acknowledged that they are very fortunate to have a Student Learning Coordinator to help support student placements. This staff member supports practices that work well and helps to combat some of the challenges discussed below. Having a
A person work as a bridge between the various stakeholders in experiential learning placements is very helpful.

What does not work well: LE staff indicated that students sometimes enter placements with the idea that they will offer help and do a “favor” to a community organization. These attitudes aren’t surprising given that a “charity” approach dominates much of the discourse around community-university engagement. LE staff try to model an asset-based approach to community development instead, encouraging students to recognize the many strengths of the community and the knowledge that community members are able to share. As Butterwick and Henry (2014) (see Appendix 1) suggest, community hosts and students learn from and teach each other in experiences that are well thought out: for example, students learn about the organization’s mandate, the needs of their constituents, and the ebb and flow of community services; they come with theories and co-create new knowledge through their practice.

But it can be challenging when students don’t take responsibility. For example, students who enter course-based placements should share their course requirements and learning objectives with their community partners. Supervisors should also be made aware of what they’re being asked to do (e.g., reviewing reflection papers or completing forms). Different students have different requirements, and it can be challenging for community partners if students don’t manage the logistical details of their own placements.

Like other community partners, LE staff members raise concerns about the consequences of students not following through on their commitments in community. When students are managing multiple priorities and become overwhelmed, their community activities may suffer. Although community organizations come to rely on them, there are usually few repercussions if students arrive late, leave early, or miss volunteer shifts entirely. Although LE staff remind students of their commitment, they felt that university instructors and coordinators could help more with this.

Too much focus on grades by students rather than on their learning in community was also seen as problematic. Again, instructors could perhaps play a greater role in shifting the focus away from traditional approaches to assessment towards alternative ways to document students’ learning.

Finally, LE staff acknowledge the amount of work that is done by community partners to support student placements. There are times when students require a great deal of time from community partners — in particular, if they have not organized the logistics of their placements, if they are unprepared, if they need significant guidance in completing tasks, and if they need frequent debriefs after each encounter. There are times when supporting students can take much more time for community partners than completing the task themselves, making them reluctant to take on new UBC students.

Suggestions: LE staff had several suggestions for potential partnership tools. One idea was to share stories from community members with lived experience in the neighbourhood with students. Another idea was to create a gathering place for students who volunteered or completed placements in the DTES to allow them to debrief and reflect with their peers. This gathering place could be an actual location in the DTES, but another option would be an online hub to host these discussions. This platform would allow space for students to talk with peers,
share articles and resources and their learning. UBC LE staff also suggested that more acknowledgement of the work done by community partners to support student placements would be helpful. Trying to provide tangible benefit to these community partners would be one way to recognize all the time and work they put into supporting student learning. At the University of Alberta, community partners were allowed to apply to take a university course (not for credit) as recognition for their contributions. Perhaps this could be considered at UBC.

**UBC Centre for Community Engaged Learning (CCEL)**

> “Just come to some of the events that are going on around here... we’re always open to new people coming in there’s always stuff going on at the auditorium at Carnegie [Community Center]; there’s movies, music, theatre, portrait reading first Mondays of every month... lots of stuff to get involved and get to know local people” - Gilles Cyrenne

Second year mechanical engineering students working with Habitat for Humanity’s ReStore in Burnaby as part of a Community-Based Experiential Learning project for their engineering course.

Like the LE, the UBC Centre for Community Engaged Learning (CCEL) also works with students, faculties, and community partners to facilitate ethical and reciprocal partnerships aimed at addressing complex community-based issues. Through a variety of curricular and co-curricular programs, students are placed in non-profit organizations and other community settings for hands-on and immersive experiential learning opportunities throughout Vancouver and across the Lower Mainland. Besides helping set up student placements, CCEL also provides support and resources for faculties and departments to enhance the teaching and learning process.
while working towards ensuring sustainable relationships between the university and community (see Appendix 2). CCEL provides support and resources to community partners as well including tools to guide project and placement scoping, and preparing students to understand the not for profit sector before beginning a community placement. Programs coordinated by CCEL include: TREP, Reading Week, Community Grants for students, student workshops on asset-based community development, ethical community engagement, storytelling, and root causes, as well as UBC Changemaker Showcase. For this report, we reviewed CCEL resources and evaluation research, and held a dialogue with CCEL staff on June 19, 2017.

What works well:

- CBEL coordinators agreed that **effective communication and early outreach to community partners (3 to 9 months in advance, plus regular contact every couple of months), coupled with in-person communication are crucial to successful partnerships. Early communication also helps community partners organize their annual calendars.**
- Establishing clear links among the outcomes, scope, and goals of the course in advance with the community partners helps to align their learning goals. This alignment ensures that community needs are fulfilled while the learning and contributions of students are optimized. Communicating community and university needs and objectives also sustains long-term partnership which, in turn, contributes to the development of infrastructure supporting student involvement.
- CCEL also found that it was important for students to feel involved in the organization process while being clear about what they will contribute. Orientation and debriefing opportunities throughout the experience have benefits for both the partners and the students. For example, in a Kinesiology course, community partners offered workshops for students when they were struggling with boundary setting.

What does not work well: Most of the challenges discussed by CCEL staff were related to the difficulties that community partners experience in working with the university. As noted by other partners, the fact that many students are placed in the DTES for short time periods makes it difficult for them to complete tasks, and the frequent turnaround of students means there is a constant need to orient and acculturate newcomers, which is onerous for community partners. Again, while there may not be easy solutions, more recognition of this work by university people would help.

Suggestions. CCEL staff recognize the need to develop tools for students that better inform them about the DTES before they are placed, tools that don’t reinforce stereotypes. These tools or resources should be provided at the time when they are likely to be the most effective, for example, the **Situational Analysis template** (see Appendix 2) is most useful before the start of student placements.

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To address the lack of institutional memory, suggestions from community partners to CCEL include: a) instructors passing along reflections from past to current students, and b) creating an open blog for students to document their learning and share their knowledge with current and future students (open also to community partners to provide feedback). These practices would encourage transfer of tacit knowledge between student cohorts to another.

CCEL also emphasizes the importance of developing strong partnerships where all partners in learning (students, faculty, and community organizations) are seen as equals, working together in constant dialogue. When one side of the triad is stronger than the others, learning experiences are often less effective.

Taking a 360: Key Messages From All Partners: Community Organizations, Students, Instructors, LE and CCEL Staff

Common themes across the partner groups:

Communication

Communication was seen by all as critical to successful partnerships. University instructors should connect early with community partners to ensure time for clear communication around project scope, learning objectives, and how relationships can develop in mutually beneficial ways. Clear communication also allows students to have clarity regarding their tasks and responsibilities. Students also need to be reminded of the importance of communicating with community partners as well as with their instructor throughout their placement. Instructors can play important roles in helping students learn how and when to communicate with partners.
Ethics and reciprocity in relationships
All partners emphasized the importance of forming ethical and reciprocal relationships. Strong relationships between partners developed over time that recognize and seek to address all partners’ needs are more likely to result in success. UBC staff and community partners emphasized the need to prepare students prior to their engagement in partnerships. Students and instructors need to acknowledge the time and effort of community partners in supporting their learning.

Student choice regarding community engagement
Many partner groups noted that when students can choose to work with particular community partners and projects, they tend to be more engaged.

Sustainability and continuity (transfer of knowledge)
All partner groups found it challenging that students are usually only involved in these partnerships for a relatively short period of time. Lack of continuity can be challenging for community partners who constantly need to re-educate students. Students too often feel that they have inadequate time to contribute to the organization. Interaction with past students and community organizations can help orient new students to ongoing projects and ease the process for community partners and instructors. Models of CEL where it is built into programs and there is a clear sequencing of CEL activities may be helpful, such as in Land and Food Systems or Dentistry.

Resource and time constraints
Each of the partners face their own resource and time constraints. Community partners are often managing many priorities in their daily work and find it challenging to support students. Instructors feel that CEL takes a great deal of time that is not recognized—additional institutional support at various levels would motivate more instructors to include CEL in their courses. UBC students also find it challenging to balance competing demands and to align course deadlines and deliverables with the expectations of their community partners.
Continuing the Conversation and Developing Partnership Tools

A key aim of this report is to spark ideas about the kind of tools that would be useful in helping different partners plan, implement, and sustain ethical and reciprocal experiential learning opportunities in the DTES.

**Key Features of Resources or Tools**

- Ideally, tools should be housed in a central location that can be accessed by all partners online. Much information at UBC is password protected; these tools must be open access for community organizations and members.
- Tools should be designed with input from different partners but should recognize that one size does not fit all. The extent to which they are used will be a key measure of success.
- Tools should be adaptable for different partnership sites and participants; their design should recognize different stages of partnership development and different goals for partnership. Principles for partnership rather than recipes are desirable.
- Some tools should be targeted toward specific partners (e.g. community organizations or instructors), recognizing that their aims and circumstances usually differ. Other tools should be intended for all partners to help improve their relationships (e.g., template for debrief involving student, partner and instructor).
- Tools should complement not replicate the numerous resources that already exist for partners.
- Tools should help pass along practical knowledge so that partners are not constantly feeling the need to “reinvent the wheel.”
- Tools should be sustainable.
Some Suggestions from Dialogues and Discussions

To pass along practical knowledge, an online portal offering a centralized information system for all partners was proposed. One option would be to link this to the ‘Information Hub’ a portal on the LE website being developed as a central repository of open access materials for the ‘Making Research Accessible in the DTES’ initiative, a collaboration between the LE, UBC Library and other university and community partners.

Other useful items that could be hosted on a portal or housed elsewhere include:

- The resources listed in Appendix 2 in a user-friendly format
- A glossary of terms related to partnerships for folks who are new to CEL and/or the DTES
- Interactive online map of key organizations in the DTES
- An audio-guided walking tour of key organizations and landmarks in the DTES
- Communication checklist (specific to students, instructors, and community partners)
- Streamlined forms such as those used to match students with placements (e.g., descriptions of opportunities as well as student profiles)
- Anonymized descriptions of common learning partnership challenges (e.g., related to logistics, differences in partners’ aims) and suggestions for addressing them
- VLOG (video blog) which shares stories of community-engaged learning from different partner perspectives
- A comprehensive list of pertinent literature including case studies and principles for effective experiential learning in communities

Different partners made the following specific suggestions regarding possible uses of a portal:

**Community Partners**

*A portal could be used to:*

- Post “job” descriptions of available placements including
  - Requirements and qualities they look for in a student
  - Communication: description of how student will be mentored (weekly check-ins vs. other options)
  - Time requirement/length of placement
  - Number of positions available per term
  - Deadline by which to apply and application process (interviews, etc.)
  - Contact information and link to online application

*Benefits:* A centralized location for educating students, instructors/coordinators about position goals and ways to prepare for the placement.

**Students**

*A portal could be used to:*

- Post student profiles for partners. Information could include:
  - Type of placement they hope to obtain
  - Related (past/current) work or volunteer experience
- Related (past/current) coursework
- Strengths related to the position
- What they hope to learn
- How often and in what ways they should communicate with community hosts.

- Share experiences with the current or next generation of student learners. Format will be streamlined and can include:
  - Communication advice
  - A blog where students can share experiences/ask each other questions.

**Benefits:** In addition to learning about various placements, students can be in communication with each other through a blog on the portal. Importantly, they can ask each other questions that they do not feel comfortable asking their professors or placement supervisors (such as how to dress for their positions, etc.).

**Instructors/Coordinators**

*A portal could be used to:*

- Offer suggestions for building and maintaining partnerships with community organizations.
- Enhance course requirements. Suggestions include:
  - Creating a student profile on the portal
  - Student access to appropriate sections of this report for their courses
  - Student access to the LE videos entitled *Shifting the Story*
- Share CEL readings and materials for students (example: Dr. Catherine Douglas has produced a *Student Handbook* for her courses that could be shared with/accessed by the broader community)
- Disseminate guiding questions for different partners to consider in planning experiential learning partnerships with students in the DTES

**Benefits:** A two-pronged tool for: 1) connecting students with resources, and 2) sharing resources with other instructors/coordinators.

**Next Steps**

Our *Call for Action* summarizes key ideas from this report and outlines a process for engagement with partners. This includes:

- Expanding *Appendix 1* as an annotated bibliography.
- Expanding *Appendix 2* to indicate how resources might be useful for different partners at different times. Developing infographics for CCEL and LE websites.
- Mapping existing resources (in Appendix 2) against the needs outlined by partners in this report to identify gaps.
- Holding focus groups with different partners to create ideas about tools which will be most useful, sustainable, and feasible to develop. Our aim is to develop at least one tool/resource each for community organizations, instructors/coordinators, and students, as well as one tool to be used by all partners.
● We will implement and assess the use of these new PPTs.
● Finally, we will identify additional system supports that could be provided by UBC.
Appendix 1: Readings About Experiential Learning and Critical Pedagogy


### Appendix 2: Resources for Partnerships

#### Appendix 2A: Resources for Community Partners

<table>
<thead>
<tr>
<th>Name of Resource</th>
<th>sub-category (if necessary)</th>
<th>Link</th>
<th>Description</th>
<th>Format (video, article, report, etc)</th>
<th>Useful for (Experience Level: Beginner Intermediate Advanced)</th>
<th>Notes (good for funding, teaching tool, partnerships, etc.)</th>
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<tbody>
<tr>
<td>UBC Learning Exchange (LE)</td>
<td></td>
<td><a href="http://learningexchange.ubc.ca">http://learningexchange.ubc.ca</a></td>
<td>Main Website for the learning exchange, which allows user to access different resources and contact information</td>
<td>Website</td>
<td>B, I, A</td>
<td>For an historical perspective on the Learning Exchange, see: <a href="http://www.margofryer.ca">www.margofryer.ca</a></td>
</tr>
<tr>
<td>Introduction to the Learning Exchange</td>
<td></td>
<td><a href="https://www.youtube.com/watch?v=ktd-jV8ZQF8">https://www.youtube.com/watch?v=ktd-jV8ZQF8</a></td>
<td>Introduction to the Learning Exchange; short 3-minute video to introduce community partners to the role and opportunities of the Learning Exchange.</td>
<td>Video</td>
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<td>Learning Exchange feature stories: first-hand experiences of students who have participated in learning</td>
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<td><a href="http://learningexchange.ubc.ca/campus/students/feature-stories/">http://learningexchange.ubc.ca/campus/students/feature-stories/</a></td>
<td>recounts and experiences of students who have participated in learning exchange in the DTES in individual webpages; news article/interview style</td>
<td>Website, news article/interview-style</td>
<td>B, I</td>
<td>Last updated in 2015</td>
</tr>
<tr>
<td>UBC Centre for Community Engaged Learning (CCEL)</td>
<td>About CCEL</td>
<td>We collaborate with students, staff, faculty and community partners to work through complex community-based issues. Our programs place students in community settings (non-profits and inner city schools) either as a required part of an academic course, or through voluntary co-curricular placements. We also provide resources and support to instructors, departments, and faculties, to enhance teaching and learning processes. We connect University resources to the community in ways that support lasting relationships.</td>
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<td><strong>Shifting the Story trailer</strong></td>
<td><a href="https://www.youtube.com/watch?v=3JCbEaNxOE">https://www.youtube.com/watch?v=3JCbEaNxOE</a></td>
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<td>Must have UBC CWL account to access, OR contact the LE Student Learning Coordinator, Katie Forman at <a href="mailto:katie.forman@ubc.ca">katie.forman@ubc.ca</a> for access to the full videos</td>
<td>B, I, A</td>
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<tr>
<td>Definition/overview of CBEL</td>
<td><a href="https://facultystaff.students.ubc.ca/sites/faculty_staff.students.ubc.ca/files/cbel%20package_community_2016.pdf">https://facultystaff.students.ubc.ca/sites/faculty_staff.students.ubc.ca/files/cbel%20package_community_2016.pdf</a></td>
<td>Comparative overview of CBEL for students, faculty, and community members</td>
<td>Website/PDF</td>
<td>B, I</td>
<td>List of potential benefits and outcomes</td>
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<tr>
<td>Resources for Community Partners</td>
<td><a href="https://facultystaff.students.ubc.ca/student-development-services/resources-community-partners">https://facultystaff.students.ubc.ca/student-development-services/resources-community-partners</a></td>
<td>The Centre for Community Engaged provides its community partners with resources to aid them in building relationships with students and facilitating successful projects.</td>
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<tr>
<td>Tools for a Successful Partnership</td>
<td><a href="https://facultystaff.students.ubc.ca/sites/faculty_staff.students.ubc.ca/files/cCEL%20community%20resources.pdf">https://facultystaff.students.ubc.ca/sites/faculty_staff.students.ubc.ca/files/cCEL%20community%20resources.pdf</a></td>
<td>The toolkit is designed to help you develop and build partnerships with students, student leaders, faculty, and staff at the Centre for Community Engaged Learning.</td>
<td>Workbook</td>
<td>B, I</td>
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<tr>
<td>An Agreement to Work Together</td>
<td><a href="https://facultystaff.students.ubc.ca/sites/faculty_staff.students.ubc.ca/files/cCEL%20resources%20agreement.pdf">https://facultystaff.students.ubc.ca/sites/faculty_staff.students.ubc.ca/files/cCEL%20resources%20agreement.pdf</a></td>
<td>This document (similar to a contract) helps define the partnership between the student leader and the community partner including: clarifying goals, individual roles and responsibilities, supervision, and plans for providing learning support,</td>
<td>Form/contract</td>
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<tr>
<td>Project Request and Scoping Form</td>
<td><a href="https://survey.ubc.ca/s/CCEL/partners/">https://survey.ubc.ca/s/CCEL/partners/</a></td>
<td>Are you an organization with a community-based project or placement idea that could benefit from the time, skills, and commitment of UBC students? Whether it’s a clear project idea or the inkling of a possible opportunity, complete and submit this project request form and staff from CCEL will follow-up with you to help you flesh it out.</td>
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<tr>
<td>Video: Dr. Eduardo Jovel on Community-Based Learning</td>
<td><a href="https://www.youtube.com/watch?v=CTnaVuGzCY">https://www.youtube.com/watch?v=CTnaVuGzCY</a></td>
<td>Interview with Dr. Eduardo Jovel on how he designed his curriculum for a Land and Food Systems course and the importance of reciprocal relationships and partner participation in community-based learning. Community partners can view this video for an example of how CBEL are conducted and how partnerships are formed</td>
<td>Video</td>
<td>B, I</td>
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<tr>
<td>Report of the April 2017 Community Dialogue</td>
<td></td>
<td>Report details feedback from 30 community partner organizations to process how to increase the value of UBC student</td>
<td>Report</td>
<td>B, I, A</td>
<td>Available on request by emailing <a href="mailto:community.learning@ubc.ca">community.learning@ubc.ca</a></td>
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<td>Session organized by CCEL/UBC Community Engagement</td>
<td>projects for not-for-profit organizations.</td>
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<td>Tamarack Institute</td>
<td><a href="http://www.tamarackcommunity.ca/latest/eight-touchstones">http://www.tamarackcommunity.ca/latest/eight-touchstones</a></td>
<td>Tamarack’s goal is to equip you with the skills, knowledge, resources and connections you need to make lasting change in your community.</td>
<td>Website</td>
<td>I, A</td>
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</table>
This link offers eight touchstones for asset-based community development.
### Appendix 2B: Resources for Faculty

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<td>Introduction to the Learning Exchange; short 3-minute video that can introduce faculty to the role and opportunities of the Learning Exchange. Faculty can forward video to community partners or assign video to students to build partnerships/brief students.</td>
<td>Video</td>
<td>B, I</td>
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<tr>
<td>Learning Exchange feature stories: first-hand experiences of students who have participated</td>
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<td>in learning exchange in the DTES</td>
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<tr>
<td><strong>Student orientation materials.</strong> &quot;Shifting the Story&quot; faculty facilitator guide; Asset Exploration: Self directed neighbourhood walks; Establishing and Maintaining Boundaries Workshop</td>
<td><a href="http://learningexchange.ubc.ca/campus/students/student-orientation-materials/">http://learningexchange.ubc.ca/campus/students/student-orientation-materials/</a></td>
<td>Student orientation materials help students learn about Vancouver’s Downtown Eastside (DTES). These materials are designed for use by both community organizations and UBC departments to help students better understand some of the strengths, opportunities and challenges facing this community. The tools help students to balance and think critically about the negative, one-dimensional information that is often available.</td>
<td>Video; self-guided neighbourhood walking tour (maps); workshop</td>
<td>B, I</td>
<td>Offers hands-on guided activities. Must have UBC CWL account to access, OR contact the LE Student Learning Coordinator, Katie Forman, <a href="mailto:katie.forman@ubc.ca">katie.forman@ubc.ca</a> for access to these materials.</td>
<td></td>
</tr>
</tbody>
</table>
**UBC Centre for Community Engaged Learning (CCEL)**

We collaborate with students, staff, faculty and community partners to work through complex community-based issues. Our programs place students in community settings (non-profits and inner city schools) either as a required part of an academic course, or through voluntary co-curricular placements. We also provide resources and support to instructors, departments, and faculties, to enhance teaching and learning processes. We connect University resources to the community in ways that support lasting relationships.

<table>
<thead>
<tr>
<th>Description of community-based experiential learning (CBEL) for faculty members</th>
<th><a href="https://facultystaff.students.ubc.ca/sites/facultystaff.students.ubc.ca/files/cbel%20package_Sep2016.pdf">https://facultystaff.students.ubc.ca/sites/facultystaff.students.ubc.ca/files/cbel%20package_Sep2016.pdf</a></th>
<th>Website</th>
<th>B, I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition/overview of CBEL</td>
<td><a href="https://facultystaff.students.ubc.ca/sites/facultystaff.students.ubc.ca/files/cbe">https://facultystaff.students.ubc.ca/sites/facultystaff.students.ubc.ca/files/cbe</a></td>
<td>Comparative overview of CBEL for students, faculty, and community members</td>
<td>Website/PDF</td>
</tr>
</tbody>
</table>

Defines CBEL; offers examples of how CBEL has been used in UBC courses.
Faculty Community Based Experiential Learning (CBEL) Toolkit (overview)

This toolkit is a collection of tools and resources that can be utilized in the design, delivery and evaluation of community-based experiential learning courses.

Website

It’s ideal to contact CBEL well before the course start date to ensure there is ample time to engage with the collaborative course and partnership development processes that make for successful CBEL courses. CBEL involvement in the development of your course will typically span three years and shift in focus and intensity over time.
<p>| The Remote Community Based Learning Fund | <a href="https://students.ubc.ca/about-student-services/centre-community-engaged-learning/remote-community-based-learning-fund">https://students.ubc.ca/about-student-services/centre-community-engaged-learning/remote-community-based-learning-fund</a> | Funding to instructors teaching courses that include remote community based experiential learning (CBEL) opportunities for their students. This funding is intended to support collaborations between UBC students and organizations located outside of the Lower Mainland | Website/application | B, I, A | Up to $5,000; faculty are eligible for up to 3 years of funding. List of past recipients provided. |
| CCEL Workshops | <a href="https://students.ubc.ca/about-student-services/centre-community-engaged-learning/cCEL-workshops">https://students.ubc.ca/about-student-services/centre-community-engaged-learning/cCEL-workshops</a> | A variety of workshops designed to promote ethical community engagement and equip you with skills to create and deliver projects and initiatives. Topics include creating strategic project budgets, understanding community assets, and strengthening community partnerships, as well as how to scope a community based project and facilitate conversations. | Website | B, I, A | These workshops are open to everyone and provide participants a great environment to explore opportunities in and with community, as well as network with students across campus. Can also request workshops. |
| UBC Faculty of Education | Community Engaged Scholarship | <a href="http://ce.educ.ubc.ca/">http://ce.educ.ubc.ca/</a> | Shows the range of community engagements available through the Faculty of Education. | Website | B | |
| What is Community Engagement? | <a href="http://ce.educ.ubc.ca/definitions/">http://ce.educ.ubc.ca/definitions/</a> | A series of video interviews in which people share what community engagement means to them. | Website with videos | B | |</p>
<table>
<thead>
<tr>
<th>Institution</th>
<th>Website</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>UBC Faculty of Land and Food Systems</td>
<td><a href="http://lfs350.landfood.ubc.ca/community-projects/">http://lfs350.landfood.ubc.ca/community-projects/</a></td>
<td>List of community projects pertaining to Land, Food and Community (2018 and past). Each project offers a summary, purpose, area of focus, required skills and location</td>
<td>B, I, A Click on &quot;2018 winter projects&quot; in left margin (links in centre of page are inactive).</td>
</tr>
<tr>
<td>iSchool @ UBC: School of Library Archival, and Information Studies (SLAIS)</td>
<td><a href="http://slais.ubc.ca/community/experiential-learning-information/experiential-learning-documents/">http://slais.ubc.ca/community/experiential-learning-information/experiential-learning-documents/</a></td>
<td>Comprehensive website/toolkit to aid faculty in Experiential Learning (EL) and student placements</td>
<td>B, I, A Includes links for supervisors: EL manual; iSchool Job Blog; host an Ischool Student online; EL Agreement; various placement specific documents; practicum and internship templates and guidelines; supervisor surveys</td>
</tr>
<tr>
<td>Examples of CBEL courses</td>
<td>Video: Dr. Eduardo Jovel on Community-Based Learning</td>
<td>Interview with Dr. Eduardo Jovel on how he designed his curriculum for a Land and Food Systems course and the importance of reciprocal relationships and partner participation in community-based learning</td>
<td>Video B, I</td>
</tr>
<tr>
<td>Field Course Collaboration in Food Security with Squamish First Nation</td>
<td><a href="http://lfs-indigenous.sites.olt.ubc.ca/place-based-learning/field-course-collaboration-in-food-security-with-squamish-first-nation/">http://lfs-indigenous.sites.olt.ubc.ca/place-based-learning/field-course-collaboration-in-food-security-with-squamish-first-nation/</a></td>
<td>Description of CBEL course (APBI 497B) structure and topics, which can offer faculty an example of how a CBEL course is designed</td>
<td>Website</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Land, Food, and Community</td>
<td><a href="http://lfs-indigenous.sites.olt.ubc.ca/place-based-learning/lfs-350/">http://lfs-indigenous.sites.olt.ubc.ca/place-based-learning/lfs-350/</a></td>
<td>Description of CBEL course (LFS 350) with links to blogs and videos for further insight into how the course was conducted and how it was beneficial for the various partners involved</td>
<td>Website with links to blogs and videos</td>
</tr>
<tr>
<td>Faculty of Land and Food Systems: Course working on developing and sustaining institutional memory about partnerships</td>
<td><a href="http://lfs350.landfood.ubc.ca/community-projects/">http://lfs350.landfood.ubc.ca/community-projects/</a></td>
<td>List of community projects pertaining to Land, Food and Community (2018 and past). Each project offers a summary, purpose, area of focus, required skills and location</td>
<td>Website with links to podcasts, workshops programs, etc.</td>
</tr>
</tbody>
</table>

Click on the projects in current and previous years in left margin (links in centre of page are inactive).
<table>
<thead>
<tr>
<th>Report of the April 2017 Community Dialogue Session organized by CCEL/UBC Community Engagement</th>
<th>Report details feedback from 30 community partner organizations on how to increase the value of UBC student projects for not-for-profit organizations.</th>
<th>Report</th>
<th>B, I, A</th>
<th>Available on request by emailing <a href="mailto:community.learning@ubc.ca">community.learning@ubc.ca</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Learning Initiative, UBC.</td>
<td>DePaul University Asset-Based Community Development Institute</td>
<td>Training Videos &amp; Podcasts</td>
<td><a href="https://resources.depaul.edu/abcd-institute/resources/Pages/training-videos-podcasts.aspx">https://resources.depaul.edu/abcd-institute/resources/Pages/training-videos-podcasts.aspx</a></td>
<td>Stories, discussions, speeches, podcasts, and presentations from ABCD Institute faculty and related sources.</td>
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<td>DePaul University Asset-Based Community Development Institute</td>
<td>Toolkit</td>
<td><a href="https://resources.depaul.edu/abcd-institute/resources/Pages/toolkit.aspx">https://resources.depaul.edu/abcd-institute/resources/Pages/toolkit.aspx</a></td>
<td>A collection of tools from ABCD faculty members as well as individuals and organizations that embody the principles of ABCD in their work.</td>
<td>Videos, slides, games, forms</td>
</tr>
<tr>
<td>University of Alberta</td>
<td>CSL Instructor Information</td>
<td><a href="https://www.ualberta.ca/community-service-learning/csl-instructor-info">https://www.ualberta.ca/community-service-learning/csl-instructor-info</a></td>
<td>Instructor resources. Learn how to get started, integrate CSL into already existing courses or access already built-in CSL components.</td>
<td>Website, guidebook, syllabi, CSL portal, video</td>
</tr>
</tbody>
</table>
## Appendix 2C: Resources for Students

<table>
<thead>
<tr>
<th>Name of Resource</th>
<th>sub-category (if necessary)</th>
<th>Link</th>
<th>Description</th>
<th>Format (video, article, report, etc)</th>
<th>Useful for (Experience Level: Beginner Intermediate Advanced)</th>
<th>Notes (good for funding, teaching tool, partnerships, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Learning Exchange</td>
<td></td>
<td><a href="http://learningexchange.ubc.ca">http://learningexchange.ubc.ca</a></td>
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<tr>
<td>Introduction to the Learning Exchange</td>
<td></td>
<td><a href="https://www.youtube.com/watch?v=ktd-jV8ZQF8">https://www.youtube.com/watch?v=ktd-jV8ZQF8</a></td>
<td>Introduction to the Learning Exchange; short 3-minute video that to introduce students to the role and opportunities of the Learning Exchange.</td>
<td>Video</td>
<td></td>
<td>For an historical perspective on the Learning Exchange, see: <a href="http://www.margofryer.ca">www.margofryer.ca</a></td>
</tr>
<tr>
<td>Learning Exchange feature stories: first-hand experiences of students who have participated in learning exchange in the DTES</td>
<td></td>
<td><a href="http://learningexchange.ubc.ca/campus/students/feature-stories/">http://learningexchange.ubc.ca/campus/students/feature-stories/</a></td>
<td>Recounts experiences of students who have participated in learning exchange in the DTES in individual webpages; news article/interview style</td>
<td>Website, news article/interview style</td>
<td>B, I</td>
<td>last updated in 2015</td>
</tr>
<tr>
<td><strong>Shifting the Story trailer</strong></td>
<td><a href="https://www.youtube.com/watch?v=3JCbEaNxOxE">https://www.youtube.com/watch?v=3JCbEaNxOxE</a></td>
<td>Trailer/Introduction to <em>Shifting the Story</em>; short 1-minute video to introduce students to the DTES with opportunity to find out more by checking out the full series.</td>
<td>Video</td>
<td>B</td>
<td>Must have UBC CWL account to access, OR contact the LE Student Learning Coordinator, Katie Forman at <a href="mailto:katie.forman@ubc.ca">katie.forman@ubc.ca</a> for access to the full videos.</td>
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<td><strong>Student orientation materials. &quot;Shifting the Story&quot; faculty facilitator guide; Asset Exploration: Self directed neighbourhood walks; Establishing and Maintaining Boundaries Workshop</strong></td>
<td><a href="http://learningexchange.ubc.ca/campus/students/student-orientation-materials/">http://learningexchange.ubc.ca/campus/students/student-orientation-materials/</a></td>
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<td>Video; self-guided neighbourhood walking tour (maps); workshop</td>
<td>B, I</td>
<td>Offers hands-on guided activities. Must have UBC CWL account to access, OR contact the LE Student Learning Coordinator, Katie Forman at <a href="mailto:katie.forman@ubc.ca">katie.forman@ubc.ca</a> for access to these materials.</td>
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<td>UBC Centre for Community Engaged Learning (CCEL)</td>
<td><a href="https://students.ubc.ca/about-student-services/centre-community-engaged-learning">https://students.ubc.ca/about-student-services/centre-community-engaged-learning</a></td>
<td>We collaborate with students, staff, faculty and community partners to work through complex community-based issues. Our programs place students in community settings (non-profits and inner city schools) either as a required part of an academic course, or through voluntary co-curricular placements. We also provide resources and support to instructors, departments, and faculties, to enhance teaching and learning processes. We connect University resources to the community in ways that support lasting relationships.</td>
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<td>B, I</td>
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<tr>
<td>Connect to Community Grant (C2C)</td>
<td>[<a href="https://students.ubc.ca/career/community-experiences/grants/community-projects/connect-">https://students.ubc.ca/career/community-experiences/grants/community-projects/connect-</a>](<a href="https://students.ubc.ca/career/community-experiences/grants/community-projects/connect-">https://students.ubc.ca/career/community-experiences/grants/community-projects/connect-</a></td>
<td>The Connect to Community Grant (C2C) offers UBC students the opportunity to create and implement a meaningful project in partnership with a local not-for-profit community</td>
<td>Website/grant application</td>
<td>I, A</td>
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<td></td>
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<td>Applicants can request funds between $200 and $1500 for their proposed project, which must be</td>
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<tr>
<td>Program</td>
<td>Website</td>
<td>Description</td>
<td>Application Deadline</td>
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<tr>
<td>Chapman &amp; Innovation Grants</td>
<td><a href="https://students.ubc.ca/career/community-experiences/grants-community-projects/chapman-innovation-grants">https://students.ubc.ca/career/community-experiences/grants-community-projects/chapman-innovation-grants</a></td>
<td>The Chapman Grant and the Innovation Grant are two distinct grants housed within the Centre for Community Engaged Learning. TREK and Reading Week students are eligible for both the Chapman Grant and the Innovation Grant. All other UBC undergraduate and graduate students (except doctoral) are eligible for the Innovation Grant. A single application is utilized to adjudicate both grants for all applicants.</td>
<td>completed by August 31st. Website offers info about the grant; what the grant can fund; applying for the Grant; important Grant Dates; past grant winners</td>
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<tr>
<td>CCEL Workshops</td>
<td><a href="https://students.ubc.ca/about-student-services/centre-community-engaged-learning/ccel-workshops">https://students.ubc.ca/about-student-services/centre-community-engaged-learning/ccel-workshops</a></td>
<td>Build your community partnership and project development skills through a variety of workshops designed to help you understand project budgets, community assets, and project scoping. Workshops are designed to promote ethical community engagement and equip you with skills to create and deliver projects and initiatives. Topics include creating strategic project budgets, understanding community assets, and strengthening community partnerships, as well as how to scope a community based project and facilitate conversations. These workshops are open to everyone and provide participants a great environment to explore opportunities in and with community, as well as network with students across campus.</td>
<td>Website</td>
<td>B, I, A</td>
<td>These workshops are open to everyone and provide participants a great environment to explore opportunities in and with community, as well as network with students across campus. Can also request workshops.</td>
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<tr>
<td>Student program: Trek</td>
<td><a href="https://students.ubc.ca/career/community-experiences/trek">https://students.ubc.ca/career/community-experiences/trek</a></td>
<td>The Trek Program is a year long non-credit local community service learning program that combines weekly community service with on-campus learning opportunities. Through Trek, you can contribute to your community, gain real-world experience, and build lasting connections.</td>
<td>Website</td>
<td>B, I, A</td>
<td>Some programs require a criminal background check. Program deadlines for applications apply (see &quot;Program Guide&quot; on link provided)</td>
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<td>Student program: Reading Week</td>
<td><a href="https://students.ubc.ca/career/community-experiences/reading-week">https://students.ubc.ca/career/community-experiences/reading-week</a></td>
<td>Make connections in community organizations and gain valuable experiences in elementary schools and non-profits during reading week. Locations are Vancouver and Lower Mainland.</td>
<td>Website</td>
<td>B, I, A</td>
<td>Application deadline is usually in January.</td>
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<tr>
<td>Student program: UBC Changemaker Series</td>
<td><a href="https://students.ubc.ca/career/ubc-changemaker-series">https://students.ubc.ca/career/ubc-changemaker-series</a></td>
<td>UBC Changemaker is a series of events for anybody who's interested in making a difference, big or small. Whether you have a local issue you want to improve, an idea for a start-up you want to get off the ground, or you just want to interact with and learn from the people who've done it all before, Changemaker has something for you.</td>
<td>Website</td>
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<tr>
<td>Program/Link</td>
<td>Description</td>
<td>Additional Notes</td>
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<tr>
<td><strong>Student program: UBC Map the System</strong></td>
<td>A global research-based competition, Map the System asks you to think differently about social change. Participants select a social or environmental issue, conduct research, and present the issue in a way that people can share and learn from.</td>
<td>Website</td>
<td>Deadline is usually in March</td>
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<tr>
<td><strong>UBC Faculty of Education</strong></td>
<td><strong>Community Engaged Scholarship</strong></td>
<td>Shows the range of activities related to community engagement in the faculty.</td>
<td>Website</td>
<td>B</td>
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<tr>
<td><strong>What is Community Engagement?</strong></td>
<td>A series of videos that describe the various meanings of community engagement</td>
<td>Website with videos</td>
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<tr>
<td><strong>UBC Faculty of Land and Food Systems</strong></td>
<td><strong>Community Projects</strong></td>
<td>List of community projects pertaining to Land, Food and Community (2018 and past). Each project offers a summary, purpose, area of focus, required skills and location</td>
<td>Website with links to podcasts, workshops, programs, etc.</td>
<td>B, I, A</td>
<td>Click on &quot;2018 winter projects&quot; rest of links are dead.</td>
<td></td>
</tr>
<tr>
<td><strong>Indigenous Land-Based Learning</strong></td>
<td>Description of CBEL course (LFS 350) with links to blogs and videos for further insight into how the course was conducted and how it was beneficial for the various partners involved</td>
<td>Website with links to blogs and videos</td>
<td>B, I</td>
<td></td>
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<tr>
<td>Institution</td>
<td>Category</td>
<td>Resource</td>
<td>Description</td>
<td>Format</td>
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<tr>
<td>iSchool@UBC: School of Library Archival, and Information Studies (SLAIS)</td>
<td>Experiential Learning Documents and Information for Students</td>
<td><a href="http://slais.ubc.ca/community/experiential-learning-information/experiential-learning-documents/">http://slais.ubc.ca/community/experiential-learning-information/experiential-learning-documents/</a></td>
<td>Comprehensive website/toolkit to aid students in Experiential Learning (EL) and placements</td>
<td>Website/toolkit/forms</td>
<td>B, I, A</td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td>Includes links for students: Experiential Learning Manual; iSchool Job Blog; UBC Risk Management Insurance application; Worksafe BC Coverage Information; EL Agreement; Placement/Practicum/Internship-specific documentation</td>
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<td>DePaul University Asset-Based Community Development Institute</td>
<td>Training Videos &amp; Podcasts</td>
<td><a href="https://resources.depaul.edu/abcd-institute/resources/Pages/training-videos-podcasts.aspx">https://resources.depaul.edu/abcd-institute/resources/Pages/training-videos-podcasts.aspx</a></td>
<td>Stories, discussions, speeches, podcasts, and presentations from ABCD Institute faculty and related sources.</td>
<td>Videos + podcasts</td>
<td>B, I, A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Toolkit</td>
<td><a href="https://resources.depaul.edu/abcd-institute/resources/Pages/toolkit.aspx">https://resources.depaul.edu/abcd-institute/resources/Pages/toolkit.aspx</a></td>
<td>A collection of tools from ABCD faculty members as well as individuals and organizations that embody the principles of ABCD in their work.</td>
<td>Videos, slides, games, forms</td>
<td>B, I, A</td>
<td></td>
</tr>
<tr>
<td>University of Alberta</td>
<td>CSL Student Information</td>
<td><a href="https://www.ualberta.ca/community-service-learning/csl/">https://www.ualberta.ca/community-service-learning/csl/</a></td>
<td>Student resources. Learn how to get started, why to do CSL, how to choose a placement</td>
<td>Website</td>
<td>B, I, A</td>
<td></td>
</tr>
<tr>
<td>Examples of CBEL courses</td>
<td>Video: Dr. Eduardo Jovel on Community-Based Learning</td>
<td><a href="https://www.youtube.com/watch?v=CTnaVuGzgCY">https://www.youtube.com/watch?v=CTnaVuGzgCY</a></td>
<td>Interview with Dr. Eduardo Jovel on how he designed his curriculum for a Land and Food Systems course and the importance of reciprocal relationships and partner participation in community-based learning</td>
<td>Video</td>
<td>B, I</td>
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<tr>
<td>Field Course Collaboration in Food Security with Squamish First Nation course</td>
<td><a href="http://lfs-indigenous.sites.otlt.ubc.ca/place-based-learning/field-course-collaboration-in-food-security-with-squamish-first-nation/">http://lfs-indigenous.sites.otlt.ubc.ca/place-based-learning/field-course-collaboration-in-food-security-with-squamish-first-nation/</a></td>
<td>Description of CBEL course (APBI 497B) structure and topics, which can offer students an example of how a CBEL course is designed and what might be expected of them when they take part in a CBEL course</td>
<td>Website</td>
<td>B, I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Report of the April 2017 Community Dialogue Session organized by</td>
<td></td>
<td></td>
<td>Report details feedback from 30 community partner organizations to process how to increase the value of UBC student projects for not-for-profit organizations.</td>
<td>Report</td>
<td>B, I, A</td>
<td>Available on request by emailing <a href="mailto:community.learning@ubc.ca">community.learning@ubc.ca</a></td>
</tr>
</tbody>
</table>
Appendix 3: Information about Dialogue Sessions

<table>
<thead>
<tr>
<th>Date</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 6, 2017</td>
<td>5 community organization representatives</td>
</tr>
<tr>
<td>June 12, 2017</td>
<td>6 students from Urban Ethnographic Field School</td>
</tr>
<tr>
<td>June 19, 2017</td>
<td>4 CCEL staff</td>
</tr>
<tr>
<td>June 20, 2017</td>
<td>3 students from Education Community Field Experience</td>
</tr>
<tr>
<td>September 26, 2017</td>
<td>4 LE staff</td>
</tr>
<tr>
<td>October 10, 2017</td>
<td>2 instructors, 2 coordinators</td>
</tr>
</tbody>
</table>
Acknowledgements

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Our Steering committee and Advisory committee members provided valuable input in the development and writing of this report:

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