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**Communities as Classrooms: A Proposal to Expand the Depth
and Breadth of CSL in Canada's Capital**

**Submitted to the J.W. McConnell Family Foundation
To the attention of Mr. Tim Brodhead
President and Chief Executive Officer
December 9, 2005**

CSL: Inspiring a new Vision at the University of Ottawa

Institutions of higher learning have a unique role to play in civil society, especially by furthering knowledge and understanding of community engagement. They also have a responsibility to students and the broader community to ensure that learning is informed by and serves societal needs.

As part of the University of Ottawa's new five-year strategic academic plan, *Vision 2010*, we have established the goal of bolstering our social role. Community service-learning (CSL) will be fundamental to helping us achieve this objective, creating greater synergies with the communities we serve. By leveraging the energy, commitment and expertise of our professors and students, we can provide valuable support for under-resourced community groups, engaging with them in a more profound manner, touching lives daily and, in the process, transforming the University into a more responsive institution.

In September 2004, the University of Ottawa officially launched its CSL Program, which has received overwhelming interest and support. During the Program's first year of operation, 30 community organizations in both the National Capital and Outaouais regions collaborated with 200 of our students and fifteen professors from four faculties. For the 2005-2006 academic year, our network has grown to involve more than 90 community organizations and 46 professors from five faculties. By the end of the year, we anticipate that 800-1000 students will have participated in CSL initiatives.

Building on the initial success of our CSL Program, the University is planning to significantly expand the breadth and depth of its course-based CSL opportunities, increasing links between community service, research and teaching. We are committed to making our CSL Program available in all of our 10 faculties by 2010, and to placing 2,500 students, or 10% of our full-time student population, annually in CSL initiatives involving over 100 professors and 200 community organizations. On the basis of an average of 30 hours of volunteer activity a term, this will provide community organizations with 75,000 hours of additional service per year.

This expansion will be accompanied by significant new support, training and incentives for students, faculty and community groups, enhancing the quality of the CSL Program. Further, to provide a more advanced and in-depth experience for students and community groups, we will introduce two new intensive, interdisciplinary CSL models. Our Faculty of Law, in partnership with the Sierra Legal Defence Fund, will establish an Environmental Law and Policy Interdisciplinary Clinic that will fill a major gap in environmental capacity in the nation's capital, while our Faculty of Health Sciences will implement an Upper Year Public Health Option within its interdisciplinary Baccalaureate in Health Sciences program that will address health care needs in key target areas.

This comprehensive approach will promote inclusiveness and collaboration, providing community groups with a wide array of services and access to a substantial body of student volunteers from a variety of disciplines. Our long-term goal is to provide every University of Ottawa student with the opportunity to engage in the CSL Program during his or her academic career. This would be a truly transformative endeavour for the University, supporting the development of community service-learning in Canada.

We believe that our unique bilingual tradition, extensive research and collaboration efforts, and location in the National Capital Region will allow us to maximize the effectiveness of CSL goals, providing significant benefits to our immediate communities, as well as our province and our nation.

Introduction and Overview

In 2000, Canadians were volunteering less, but donating more money than they were in 1997, according to Statistics Canada's *National Survey of Giving, Volunteering, and Participating*. The nature of volunteering appears to be changing in Canada with an increasing number of hours being contributed by a declining number of individuals. Compared with 1997, the volunteer rate declined for all age groups in 2000, with a low of 130 hours per annum for those individuals volunteering between the ages of 15 and 24.

To truly help build critically needed capacity, the volunteer and non-profit sectors require personnel as well as financial support. Volunteers bring enthusiasm and expertise to the job, experiencing emotional and intellectual growth in return. It is therefore important to motivate young Canadians to participate in meaningful volunteer activities, showing them that they can make a difference. This will increase their desire to help people less fortunate than themselves and bring about a greater incidence of long-term volunteerism.

At the University of Ottawa, we are making community service-learning a distinctive aspect of our educational culture, actively developing a network of students, faculty and community organizations to work together in support of CSL. Our CSL Program was conceived and structured in 2004 to help address the decline in volunteerism and to make community service an integral part of the University's philosophy and practice.

To ensure the successful implementation of a comprehensive CSL Program that will assist our communities and catalyze broadly based institutional change at the University of Ottawa, we have set the following objectives for the next five years:

1. Expand and enrich our existing CSL Program to engage students and professors from all disciplines in community service-learning, establishing a

pedagogical framework of inclusiveness and a multidisciplinary approach to CSL.

2. Introduce innovative new incentives, support services and intensive programs, to foster the growth of community service-learning among students and professors campus-wide.
3. Contribute to a greater understanding and improvement of community service-learning through ongoing research and dissemination, sharing our CSL analysis and best practices with other institutions.
4. Expand the reach and depth of our impacts on the broader community by providing resources and knowledge to strengthen civil society and build long-term civic engagement in students and faculty.

To meet these objectives, the University of Ottawa must:

1. Increase currently inadequate resources, both human and financial, to support an expanded, high-quality CSL Program.

The rapid growth of CSL at the University of Ottawa and the variety of organizations expressing interest in our Program demonstrates the great appetite in the National Capital Region for community engagement of this kind. And yet there is also the danger that, unless properly monitored, supported and developed, our CSL Program will not achieve its full potential, acting sometimes as a drain, rather than a benefit, for community groups with limited resources. Even with the current increase in University resources, we cannot meet the growing demand for CSL services and maintain a high quality program.

2. Raise faculty awareness of and capacity for integrating community service-learning into courses and programs.

Raising the awareness and interest of professors in the goals of CSL and its widely accepted best practices is also a challenge. Too often, professors may be inclined to provide CSL as an option in lieu of a class assignment. The Program must be viewed as more than an appendage to existing course requirements. We must provide comprehensive support, encouraging professors to devote the necessary thought and time to adequately integrate CSL into course curriculum and reflect upon course objectives.

3. Inspire student interest and engagement

Students must become more aware of how the social, environmental and cultural applications of their discipline can assist the community, and how community service has a transformative effect on the broader world. Effectively

communicating the relevance and benefits of CSL to students will encourage participation in the Program, the pursuit of volunteerism and long-term commitment to civic engagement. Also, to promote different levels of CSL involvement and student growth, the introduction of more intensive placements will permit greater responsibility, nurturing a deeper involvement and understanding of social issues.

4. Build community group awareness and CSL capacity

It can be a challenge to design and deliver CSL placements that effectively match the abilities and interests of students with the needs of community groups, so as to expand their capacity and effectiveness. Meeting this challenge will require us to provide increased support before, during and after placements. Research and surveys on user satisfaction will also offer valuable feedback to help refine placements and the Program over time, providing greater benefits for community partners and students.

5. Sustaining the expanded CSL Program beyond five years

To meet our goal of making an expanded CSL Program an integral, long-term part of the University's fabric, we will need to overcome the challenge of sustaining program funding levels beyond five years. The University is committed to making the CSL Program a priority in its overall fundraising strategy, consistent with our new five-year strategic academic plan, *Vision 2010*. We anticipate that additional funding (post 2010) can be secured from several of the following sources: other foundations; joint funding approaches with community partners; students (e.g. a small levy could be proposed to help support this service); private sector partners; or increased University contributions. Many CSL Advisory Board members are also well positioned to help strengthen and diversify the Program's funding base. The University will begin cultivating these other funding sources over the next few years, to allow for a smooth financial transition after 2010.

With the support of the J. W. McConnell Family Foundation, the University of Ottawa will build upon its existing commitment and strengths to increase its capacity to innovate in terms of CSL structure, programming and research. This will forge stronger, mutually beneficial relationships with the wider community that will effectively balance the demands of community groups and the needs of our students and professors.

To address the Program's rapid expansion and provide community organizations, students and faculty with the appropriate support they require, the University will implement our proposed new intensive CSL models, expanded incentive initiatives, and additional personnel, fully or at near capacity, over the next five years. In some circumstances however, such as the development of interactive e-learning tutorials

for our CSL website, initiatives will be implemented immediately with costs incurred only during the first year of our five-year plan.

Implementing two new intensive CSL models

With funding from the J.W. McConnell Family Foundation, the University of Ottawa will implement two long-term, partnership-based interdisciplinary projects in our faculties of Law and Health Sciences. These new and unique intensive CSL models will enable community organizations to tackle larger projects for which they do not have resources and will help the CSL Program expand beyond the traditional CSL-focussed faculties of Arts and Social Sciences. Furthermore, these models will accommodate different levels of service-learning involvement. Students will have the opportunity to graduate from standard CSL placements to more demanding and rewarding upper year programs with greater responsibility while community groups will receive more in-depth student engagement.

Environmental Law and Policy Interdisciplinary Clinic

The University of Ottawa is partnering with the Sierra Legal Defence Fund (SLDF), Canada's largest environmental law organization to establish Canada's first Environmental Law and Policy Interdisciplinary Clinic. Based on successful U.S. models, the Clinic will serve environmental law and community groups, train the next generation of public interest environmental law and policy leaders, and encourage students and faculty to become more involved in environmental community service work.

Located on the University's main campus, in the heart of Canada's capital, our Clinic will provide expert services to a wide array of environmental organizations, as well as environmentally-concerned organizations such as aboriginal, health, organic agriculture, municipal and other environmentally-concerned groups. The University and SLDF aim to learn from and build on the successful experience of the environmental law clinic at the University of Victoria by building an interdisciplinary Clinic that will provide legal skills complemented by science, economic, health and other tools, strengthening the work of our community clients.

Because many of Canada's national environmental and other social justice groups are based in Ottawa, the Clinic will be well positioned to serve both a local and national clientele. It will also serve clients outside Ottawa needing assistance with federal law, policies, processes or issues, therefore benefiting not only the National Capital Region but all parts of Canada to the extent that federal laws and policies are strengthened or better applied. There is very strong community and NGO support for this Clinic, as evidenced by letters from a broad range of environmental, aboriginal, and social justice groups. *Please see the appendices for letters of support.*

The Clinic will draw on SLDF's in-house expertise in law, policy, science and communications, as well as the University's strong capacity in environmental law and policy-related fields, such as political science, economics, science and public health. Professors from these fields will be actively involved in teaching and helping to supervise CSL students in the Clinic program.

The faculty supervisor of this new Clinic will be Professor Stewart Elgie, who, among other qualifications, is Associate Director of the University of Ottawa's Institute of the Environment; was the founder and managing lawyer of the Sierra Legal Defense Fund; was founding Executive Director of the Canadian Boreal Trust; and, in 2001, was awarded the Law Society of Upper Canada medal for exceptional contributions to law.

The Clinic will be designed to give students a lead role in delivering environmental services to community groups, tailoring projects that suit student training in the following three main categories of work:

- Projects students can take the lead on with limited supervision (e.g. providing legal or science advice to groups or public education seminars).
- Projects students can complete with moderate training and supervision (e.g. written submissions to administrative boards or Parliamentary committees, or field investigations of non-compliance).
- Larger projects where students can play a major contributing role working with Clinic staff and clients (e.g. litigation or law/policy reform initiatives).

The Clinic program will involve 10-15 students per semester, working 10-12 hours per week. It is expected that an additional 15-30 students will participate in less intensive placements. Students will come from law as well as science and policy-related fields, allowing for interdisciplinary teams. For example, science and law students could collaborate on field investigations of water pollution or wildlife habitat damage, or to provide the science component of law reform efforts or legal actions. Because of the complex nature of most environmental law and policy issues, it is expected that many students will enrol in the Clinic for a two-semester period. This will allow them sufficient time to see projects through and better serve community organizations.

The University of Ottawa has a strong and growing capacity in the area of environmental law and policy, making it a natural home for this innovative Clinic. Our law faculty is one of the few in Canada with exceptional depth in environmental law, complemented by depth in other policy-related academic units such as political science, economics and population health. We have specialized degree programs in environmental science, studies and economics, and will soon announce a specialized program in environmental law. We also have an Institute of the Environment, with a focus on interdisciplinary research and public education.

The Clinic program will build on, and greatly enhance the existing academic programs in these areas. To ensure it is designed as effectively as possible, a team of volunteer students from the University, under the supervision of Professor Elgie, has spent the past five months conducting an in-depth survey of 28 environmental clinics in the U.S., to learn from the extensive American experience with such clinics. The survey and interviews have covered a broad range of criteria, identifying best practices for effective clinics. *A copy of this survey is available on request.*

Of particular importance will be the Clinic's ability to link the applied experience with students' classroom education. In addition to taking certain prerequisite courses, students will take a newly-created bridging course designed to provide important foundational skills to supplement their academic knowledge (e.g. law reform process, litigation strategy, non-profit client counselling). The course will foster shared reflection on what they have learned and how the experience advances and challenges their intellectual understanding of the environmental law and policy field.

The Clinic program will enhance classroom learning by making it more relevant and by allowing students to apply their knowledge for greater social good. It will also enhance the students' practical experience by providing the relevant knowledge framework to see the work in its larger socio-political context, as well as an experiential base to help them think more critically and independently.

To oversee the Clinic, the University and SLDF will hire a full-time clinic director with experience in environmental law and policy, as well as teaching. The Clinic also intends to hire two graduate students who will coordinate volunteer activities, the recruitment of CSL participants to the Clinic, and who will help to increase community outreach. Two summer students will also be hired to maintain continuity of files and provide a more intensive experience.

This Clinic model is an innovative and attractive way to deliver environmental services to the non-profit community. If this approach proves successful (as expected), SLDF intends to try to replicate it in other parts of Canada. Funding from the J. W. McConnell Family Foundation will help support the hiring of two graduate students and two summer students.

The Upper Year Public Health Option

The Faculty of Health Sciences will implement an interdisciplinary Upper Year Public Health Option in two fourth year courses within its Baccalaureate in Health Sciences Program – *International and Community Health* and *Special Topics in Health Science*. The Baccalaureate in Health Sciences Program attracts students planning careers in health care, as well as students from disciplines such as

sociology, social work and business administration who are seeking a broader understanding of health care.

This proposed new option will be built on the strengths of a highly successful week-long test case that the University is currently conducting in collaboration with *Le Centre de santé communautaire du Témiskaming* – a non-profit, non-governmental health care network that provides support to francophone community groups. The Témiskaming test case is providing an opportunity for fifteen Francophone or French-immersion students to travel, fully funded, to assist community groups and reflect upon the challenges of delivering adequate social services to a minority group in an isolated setting. Funds were secured from the University's Vice-President (Academic) and *la Consortium nationale de formation en santé*, a Health Canada initiative comprised of ten francophone or bilingual universities or colleges in Ontario, Alberta, Manitoba, New Brunswick and Nova Scotia.

The Upper Year Public Health Option will be a six-week placement that can be completed locally or outside Ottawa with community groups in remote areas or regions characterized by lower socio-economic status. It will address health care needs in three target areas: youth addiction, obesity, and gerontology. Students will work in teams of five, scaling from 20 to 25 students per year over the next five years. The CSL work that they conduct will be a substantial investment in learning and a critical component in building the capacity of the non-profit sector, particularly for community health care networks that do not have the means to attract adequate numbers of high-calibre volunteers to work on needed projects for longer periods of time.

Students will produce individual and team reports that communicate recommendations on a health related issue. They will also be expected to maintain a journal of their activities and participate in online blogging exercises with their professor and other participants. This will allow students to share their thoughts on, and learn from each other's CSL experiences.

For students who do not wish, or are not selected, to participate in placements outside Ottawa, an intensive six-week, 120-hour local CSL placement will be made available. For approved projects of at least 100 km outside of Ottawa and Gatineau, the Upper Year Public Health Option will provide students with a maximum support, covering a portion of travel costs. This support will help to attract the best student volunteers from a wide array of backgrounds and financial means. Too often, outreach programs become social class-based, open to those with substantial funds, or participation adds significantly to student debt.

La Consortium nationale de formation en santé will continue to assist the University, providing the CSL Office and the director of the Baccalaureate in Health Sciences Program with team placements in several provinces. The Upper Year Public Health Option will help to improve health care services to Francophones

outside Quebec and has the long-term potential to encourage University graduates to work in more remote areas where it is often a challenge to attract adequate personnel.

The director of the Baccalaureate in Health Sciences Program will also collaborate with the director of the University of Ottawa's Aboriginal Studies Program, Dr. Georges Sioui, to expand the Upper Year Public Health Option to assist Aboriginal peoples in North-eastern Ontario. Dr. Sioui currently applies CSL in his undergraduate courses on Aboriginal Studies and is helping to identify placements for the Upper Year Public Health Option in native communities. Furthermore, the Faculty of Health Sciences is working on several research projects, building a database of potential partners who will benefit from assistance in the Upper Year Public Health Option's three target areas.

Funding from the J. W. McConnell Family Foundation will help with expected expenditures for student participation and will enable the University to hire a Graduate Assistant with experience in Health Sciences to work on projects related to the Upper Year Public Health Option. Projects may include transportation logistics; arranging accommodations; offering specialized orientation for students; and providing documentation related to placements for community groups, students and professors.

Our Community Partners

The CSL Advisory Board: Strengthening campus-community partnerships

The CSL Program at the University of Ottawa benefits from the knowledge and insight of a Chair and a 14-person Advisory Board. The Chair provides functional guidance on an ongoing basis while the Advisory Board serves as a steering committee, meeting at least twice yearly.

Together, these partners provide guidance and oversight on the development of CSL policies, potential sources of funding for CSL projects and decisions related to awards offered through the CSL Office. The Advisory Board also facilitates interaction, counseling community organizations on relevant courses, professors and expertise, helping community organizations build capacity without stretching their resources.

Members include representatives from the Student Federation of the University of Ottawa (SFUO), the Graduate Students' Association (GSAED), the University's professorial corps and administration, as well as members from United Way/Centraide Ottawa, the Trillium Foundation, Ottawa Rotary, Kiwanis Club of

Ottawa, Volunteer Ottawa, and the Community Foundation of Ottawa, and the Sierra Club of Canada.

Chair:

- Dr. Jeff Keshen: CSL Director, Professor, Dept. of History

The CSL Program was introduced as a pilot project by its current director, Dr. Jeff Keshen, a full professor in our Department of History and a recent recipient of the University's Excellence in Education Award. Dr. Keshen currently sits as a member of the Canadian Association of Community-Service Learning (CACSL) Research Working Group and has been invited to perform several presentations on the University of Ottawa's CSL Program at community and academic forums, including CACSL conferences.

Advisory Board Members:

- Undergraduate student representative: SFUO
- Graduate student representative: GSAED
- Larissa Silver: Executive Director, Volunteer Ottawa
- Georgette Houle: Director, Grants and Marketing, Community Foundation of Ottawa
- Eileen Dooley: Vice-President, Community Services, United Way/Centraide Ottawa
- Sylvie Bigras: Member, Board of Directors, Ontario Trillium Foundation
- Ray Luxon: Youth and Vocational Services Committee, Ottawa Rotary
- Bill Gosewitz: Vice-President, Kiwanis Club of Ottawa
- Stephen Hazell: National Conservation Director, Sierra Club of Canada
- Serge Blais: Director of the Student Academic Success Service (SASS)
- Alex Munter: Visiting Professor and former Ottawa City Councillor
- Stewart Elgie: Professor of Law and Associate Director, Institute of the Environment
- Joel Westheimer: Professor of Education
- Carole Workman: Vice-President (Retired), Resources, University of Ottawa

Representatives of community organizations hold half the seats on the CSL Advisory Board, providing them with significant influence on funding direction and program review and development. Their expertise encompasses a wide array of community- and philanthropy-building domains related to youth, the elderly, and neighbourhood capacity. They are also providing valuable in-kind support. In particular, as umbrella organizations, they have connected the University and its CSL Program with numerous agencies, contributing to the rapidly growing success of our CSL Program. *Please see the appendices for letters of support from community partners.*

CSL Community Partners: Working together to improve society

The University of Ottawa has developed partnerships with a wide array of community groups. Our students are helping these partners address their needs through services such as research, web-based support, internal reviews and recommendations, and the creation of communication or marketing plans. The following three success stories are only a few examples of the many stories that the University of Ottawa is celebrating since the implementation of its CSL Program.

The Heart of the City Program: Students from the Department of Music, as well as our Faculty of Education, provided lessons to elementary school students in neighbourhoods identified as being of lower socio-economic status. In addition to providing an academic affiliation, the CSL Office provided advice and financial assistance to develop the program, lending the University's main music auditorium, Freiman Hall, for a recital by program participants. Family, friends, and classmates were invited to attend. This program encouraged elementary students to develop their personal creativity and communicative skills through music workshops.

The Executive MBA Program: With hopes of giving back to their community, University of Ottawa EMBA candidates donated their time to five different not-for-profit organizations in Ottawa. In this year's *Strategic Marketing* course, under the direction of Professor Guy Laflamme, multidisciplinary teams of five or six executives in their first year of study applied what they learned in class to a real-world management problem. They produced reports for non-profit and charity groups that offered the knowledge and expertise of CEOs, managers, and other high-level corporate personnel, providing participants with insight into the marketing challenges faced by charitable organizations. This program promoted socially conscious managerial behaviour and emphasized the importance of business ethics. The five community groups that participated in this project were:

- Parkinson Society Ottawa
- Christie Lakes Kids
- Rideauwood Addiction and Family Service
- *Les scouts du district d'Ottawa*
- Commuter Challenge

The Merchant Navy Commemorative Theme Project: CSL students Matthew Dunker, David Hitchcock and Jason Chiu participated in background research and writing for the production of a video on the World War II experiences of Merchant Marines, who many have identified as Canada's forgotten veterans. All three students continue to assist this organization. Materials produced include:

- speaking notes addressing the Canadian Merchant Navy Veterans Association
- a published news article in the quarterly publication *The Red Ensign*

- information promoting the valorous deeds of veterans for Remembrance Day ceremonies
- an analysis and evaluation report on the importance of this pedagogical initiative for a pending grant application within the scope of the Canadian Studies Program

For a complete list of our community partners, please see the appendices. You can also view comprehensive organization and placement descriptions by visiting our CSL website at <http://www.sass.uottawa.ca/en/servicelearning/list/placements/>.

Building Support for Community Service-Learning

Since the CSL Program was introduced at the University of Ottawa, we have implemented a CSL website and two modest awards programs to help raise awareness and interest in community service-learning. Much of the website is now complete. It offers students, professors and community groups user-friendly bilingual services such as online CSL registration, tools for self-reflection, relevant forms for program evaluation and award nominations, mini-grant applications, and examples of recent CSL initiatives.

Our current grant system for students, faculty and community groups provides eight \$1,500 awards for outstanding CSL participation efforts, research and pedagogy that help connect the University and the broader community in a way that reflects the objectives of CSL within the context of a University course.

For the 2004-2005 academic year, the CSL Office presented a \$1,000 *CSL Student of the Year* award to Melissa Brière, a student from the Department of History who helped Ottawa's Bytown Museum with research that will help showcase Ottawa's history for the city's upcoming 150th anniversary. This award was presented at our Student Federation end-of-year gala. For the 2005-2006 academic year, Lieutenant-Governor James K. Bartleman will present the award, as well as a \$1,000 *CSL Professor of the Year* award that the recipient can direct to a CSL-connected community organization of his or her choice.

Over the next five years, with support from the J.W. McConnell Family Foundation, the University of Ottawa will continue to raise awareness of CSL and increase participation through the following recognition and online learning incentives:

Students

As part of their studies, University students should be encouraged to embrace social responsibility, diversity, inclusiveness and dialogue with others. Graduates of the University of Ottawa must be active, responsible citizens who are aware of political, social and cultural issues in Canadian society and who can contribute to

improving conditions in these areas. To help continue to increase student awareness of, and participation in CSL, the University will introduce:

- **A CSL designation on student transcripts.** Once students complete four course-based CSL assignments during their undergraduate career, they will receive a CSL designation recognizing their volunteer service. This recognition will begin in September 2006 and will be completed in concert with the University's new Co-Curricular Record initiative which provides a transcript describing approved and verified volunteer activities undertaken both on and off the campus, outside the context of course work. The Co-Curricular initiative is distinct from the CSL Program, but further underlines the University's commitment to link with the community.
- **A CSL Student of the Year Award** that will provide one student with the cost of his or her tuition for one full academic year, as well as funds that the recipient can designate to the community organization with which they volunteered.
- **A grant system supporting the CSL Program and its participants** will be established, providing 10 awards for students enrolled in the CSL Program. To be eligible for this recognition, students must have proposed an innovative CSL project at the start of their academic term. The CSL Advisory Board will decide which projects are awarded.

Faculty

Faculty members are central to academic life. The CSL Office encourages professors to incorporate service-learning pedagogy in their course design, thereby creating an engaging learning environment that stresses the integration of knowledge and real-life applications in a context conducive to social responsibility, community involvement and self-reflection. The integration of CSL into university curriculum is an opportunity for professors to improve the quality of teaching and, in turn, the student learning experience.

The University of Ottawa intends to establish, support and promote professional development that will facilitate the integration of CSL components into courses. We will recognize and reward professors who display strong community CSL involvement, creating an environment that fosters and values excellence and innovation in teaching. To increase the number of faculty members willing to engage in CSL and to help them integrate CSL more effectively into their courses, the University will introduce:

- **Faculty training** about experiential education through workshops and conferences.

- **Faculty recognition** for CSL involvement through tenure and promotion policies.

Please note: The University already promotes research-based teaching as part of its initiative to further develop excellence in pedagogy. CSL Director Dr. Jeff Keshen sits as a sub-committee chair on a newly-established University Senate Committee on Teaching. Tasked with promoting greater recognition and valorization of teaching excellence and pedagogical innovation, the Committee is proposing that CSL initiatives be considered as a criterion for teaching excellence awards, as well as for funding from the newly established *Development of Interdisciplinary Initiatives Fund*. The Senate Committee is also considering making professorial involvement in CSL a factor in promotion or tenure, especially if there is demonstration of pedagogical innovation.

A grant system supporting the CSL Program providing 10 awards for faculty or community groups participating in the CSL Program who propose innovative or exceptional CSL projects. The awards could be used to support a professor's CSL-related research activities; cover travel expenses when presenting papers and/or findings at CSL conferences; hire a research assistant; or for course relief to help develop an especially comprehensive CSL initiative. Grant applications must always: take place within or relate to the context of a CSL course; reflect and enhance the CSL Program; and meet community or social needs. The CSL Advisory Board will decide which projects are funded. Part-time and sessional staff will also be eligible.

- **A CSL Professor of the Year Award** in recognition of outstanding CSL involvement, which the professor designates to the community organization of his or her choice connected to the CSL Program.

Community

Encouraging community groups to participate in our CSL Program will raise their awareness of the University's expertise and how we, as an institution of higher learning, can help address and resolve specific challenges. It will also allow organizations to take on projects that would otherwise be beyond their current capacities. To increase the number of community groups willing to engage in CSL and collaborative efforts with our students and faculty, the University will introduce:

- **A grant system supporting the CSL Program** providing 10 awards for community groups or faculty participating in the CSL Program who propose innovative CSL projects. As outlined above initiatives must always: take place within the context of a CSL course; reflect and enhance the CSL Program; and meet community or social needs. The CSL Advisory Board will decide which projects are funded. Part-time and sessional staff will also be eligible.

Website learning and awareness initiatives

The University of Ottawa's CSL website is fully functional, providing students, faculty and community groups with access to a wide variety of tools and services such as our secure CSL Code of Conduct and evaluation forms, grant system and award nomination forms, links to course syllabi, CSL resources and contacts in Canada and the United States.

Please note: Before registering for the CSL Program, students must acknowledge that they have read, understood and accepted the CSL requirements outlined in the CSL Code of Conduct. The Code describes expectations that the community group will have of the student such as showing up when scheduled; promptly informing their community group liaison person if they are unable to meet their scheduled commitment; respecting the regulations and confidentiality of the community group; and conducting themselves in a professional manner.

Our Student Academic Success Service (SASS) and award-winning Centre for E-Learning will collaborate to enhance the CSL website, developing new information and e-learning tools that will facilitate familiarization and integration with the CSL Program. A new and major component will be 30-minute interactive and instructive online tutorials that maximize CSL outreach, instruction and understanding, which we will share with community groups, other universities and CACSL.

For students, there will be step-by-step instructions on how to get involved in CSL or how to initiate a project on their own. They will have access to internal discussion groups where they can exchange their views on CSL, interactive resources to help with assignments, as well as information related to research ethics and how students might use their volunteer portfolio for career development.

For professors, e-learning will provide instruction on how to get involved in CSL; references to academic studies indicating the positive impact of CSL on course evaluations; the dynamics of dealing effectively with community groups; and suggestions on different CSL work evaluation models. The tutorials will also help professors reflect upon which community groups would likely be most appropriate in fulfilling and enhancing their course objectives. This will help professors better understand the limitations, as well as the potential, of partnering with community groups. Finally, the e-learning tool will provide an overview of the various services provided through the CSL Office such as online registration, financial support, awards, and assistance in dealing with the Research Ethics Board.

For community groups, online tutorials will outline the benefits of the CSL Program and the University's ongoing approach to partnerships through communication and consultation. Community groups will learn how to best link with different disciplines and how to create an effective job posting to attract students

with the appropriate and relevant skills. Information might also include guidelines for developing a CSL project; management expectations for CSL students; encouraging organizational participation with tools such as “Why CSL” or “What a CSL student Can Do For You;” as well as providing an annual online newsletter.

Funding from the J. W. McConnell Family Foundation will assist in establishing innovative multimedia online e-learning tutorials and web maintenance through student participation.

Immediate and Long-term Impact

Building Community Capacity

Over the past two years, University of Ottawa students from a variety of different disciplines have provided community organizations with an estimated 30,000 hours of course-related volunteer services such as research, marketing and analysis of internal operations. These free skills and expertise have allowed community groups to conduct new and different projects that they could not otherwise afford, enhancing their capacity and effectiveness. Recognizing this value, these groups have provided more than 1,000 postings to date.

The CSL Program will be an important long-term investment in strengthening human capital, the lifeblood of community organizations. Many organizations realize that a positive community-based experience will result in the retention of a number of students as volunteers, board members or staff beyond their CSL commitment. To help encourage retention, the CSL Office carefully constructs its volunteer placements, creating opportunities that provide students with a strong sense of how they can contribute their expertise to the community. The University believes that this will inculcate a long-term commitment to volunteerism.

Leading English and French Organizations

The University of Ottawa is well positioned to have a particularly broad impact through its CSL Program. Our ability to offer CSL services in both English and French is a great asset, allowing the University to perform community outreach to a larger scope of community organizations. Also, because Canada’s capital is home to a rich array of local and national organizations, the impact of the University’s CSL program is felt both regionally and nation-wide. Together with our community partners, the University will help generate and sustain enduring outcomes on societal challenges.

Improving the Student Learning Experience

The CSL experience enhances students' interest in courses and motivation to learn by providing real-life experience that fosters more critical and independent thinking. The CSL Program at the University of Ottawa has already received enthusiastic support from both of our student federations and internal evaluations completed by students have demonstrated a very positive experience in almost all cases. This genuine interest in citizenship and social responsibility is providing educational benefit, making course work more relevant and applicable. By 2010, the University is aiming to place 2,500 students in CSL initiatives annually. Achieving this objective will create a growing wave of young Canadians who believe, from first hand experience, in their power to contribute to civil society by sharing their time and skills with community organizations. Please see Appendix E for a list of CSL courses offered during the 2005-2006 academic year at *the University of Ottawa*.

Developing Pedagogical Tools

For professors, the CSL Program has provided a means to further develop course potential, allowing for the use of new pedagogical approaches and tools to build on the applied CSL experience. To date, 46 professors from five faculties have integrated CSL into their course curricula. One of the University's main CSL goals for the coming five years is to provide additional resources to support even better integration of CSL into courses. Professors are recognizing the potential social and community impact of their teaching and research activities, increasing their interest in CSL initiatives and satisfaction with their jobs. Moreover, the University of Ottawa has made CSL a core part of Vision 2010, the University's new five-year strategic academic plan, and has increased its financial and institutional commitment to help support the long-term growth of the CSL Program. *Please see the appendices for a list of professors engaged in CSL at the University of Ottawa.*

Fostering Innovation

The long-term integration of CSL throughout the University community will further promote and foster innovation in teaching, as well as a system that continues to reward best practices and scholarship in education. Over time, CSL will result in better teaching and research, as professors' scholarship will be informed by closer interaction with real world application and experience.

However, teaching and research are not ends in themselves. Universities exist to serve society. One of the main challenges for universities is to break down the barriers between themselves and the broader community. The needs and experience of society can help to inform teaching and research, just as university knowledge and learning can be used by the communities served. CSL will play a

catalytic role in this regard for the University of Ottawa, helping to bridge the divide between the world of ideas and the world of practice.

Expanding Institutional Outreach

The CSL Program is also producing important benefits for the University of Ottawa itself. Already, it has helped enhance our visibility, profile and outreach within the community, as well as nationally. We have created close and direct links with more than 90 community organizations, a large percentage of whom never had previous contact with the University. We have also received radio coverage on CFRA radio; television coverage on CJOH-TV and Radio Canada; and newspaper coverage in the Ottawa Sun, as well as in the Ottawa Citizen, which, on 6 September 2005, carried a two-page profile in its City Section highlighting various CSL student projects at the University. Most recently, Macleans magazine conducted an interview with President Gilles Patry regarding our CSL Program. The student body is also demonstrating a keen interest in CSL, with three major stories on the CSL Program in our student newspapers.

Enhancing Academic Development

The CSL Program will have a profound impact on the University of Ottawa. Over time, by engraining community service-learning into its programs, philosophy and the values of its graduates, the University increasingly will be seen as an institution where teaching and learning are making a difference in society. Students, professors and community groups for whom this is important will be drawn to the University. Supported by a high-level of commitment and resources, the CSL Program will help to transform our culture and work, making the University a more responsive and socially-engaged institution.

CSL is becoming an integral part of a comprehensive education at the University of Ottawa, offering students a rich experience that makes their period of study at the University a critical factor in their future as responsible citizens, well attuned to the challenges facing their community. Through long-term growth, CSL will help the University further integrate into the community, allowing us to learn more about how we can strengthen our curriculum and research to ensure the results of our work reverberate more widely and produce greater enduring benefits for society.

Community Empowerment: Ensuring long-term success

The University of Ottawa has made significant institutional commitments over the past two years to provide campus infrastructure that supports community service-learning. We are committed to making an expanded CSL program an integral, long-term part of the University's fabric. However, achieving long-term sustainability will be largely dependent on leadership and oversight initiatives.

Supported by the University's new five-year strategic plan, *Vision 2010*, and the CSL Advisory Board, the University of Ottawa will ensure the long-term success of the CSL Program through policy, process, and functional direction provided by the Student Academic Success Service (SASS) and the CSL Office.

Leadership and oversight are instrumental to providing an environment in which students, professors and community groups can collectively achieve a sustainable CSL Program. Sustainability involves a commitment to a clearly expressed vision and both the University community and the external community must share this vision as collective leadership empowers everyone.

SASS: Providing Campus Leadership

SASS helps students successfully navigate their academic career from start to finish. Whether it is the challenging transition from high school to university or the need for specialized equipment due to a disability, students receive assistance to help surmount obstacles, establish a solid academic foundation, and achieve post-graduate career success.

Since its establishment in 2002, SASS has developed an innovative campus-wide academic support community to provide students with easier access to a broad range of support services. This network of faculty-based Centres for Academic Support are staffed by students trained as Student Mentors, offering personal support services and guidance to fellow students. SASS promotes engagement, persistence and degree completion by working to transform the environment within which students evolve. CSL is at the very core of this new learning environment that will help students succeed both academically and personally.

It is this important institutional presence, solid record of support service accomplishments, and ability to partner effectively with other units on campus that makes SASS a unique resource and integral partner in the development and long-term success of our CSL Program at the University of Ottawa. SASS has become a major source of support for the CSL Program; its centralized office on campus has provided a high degree of visibility for the Program.

Funding from the J.W. McConnell Family Foundation will enable the University to hire three undergraduate students through the Work Study program to assist the CSL Director, helping with orientation, mentoring, and follow-up with community groups. Students who are eligible for the Work Study program must be enrolled in the undergraduate stream and demonstrate financial need. This program is administered through the University's Financial Aid Office. As of September 2004, the CSL Program was qualified as a Work Study option.

The CSL Office: Bridging the Campus and the Community

SASS has helped the CSL Office become a catalyst for collaboration, further developing and deepening partnerships within the community and facilitating mutually beneficial service activities among students, faculty and community organizations. By promoting community service-learning across campus and coordinating programs to further the academic priorities of the University of Ottawa, the CSL Office is raising awareness of how the University can contribute to the future development of our communities.

The CSL Office works with community groups to pinpoint their needs and customize sustainable solutions, as well as providing assistance to students and faculty through facilitating meaningful community-service experiences and assisting in course development. The CSL Office must continue to engage students, faculty, and community organizations, enhancing their understanding of community-service learning, encouraging action and attracting new participants to the Program.

The University of Ottawa will provide release time for the CSL Director, so that he may help the CSL Office continue to nurture and form partnerships with community groups in the region. With Funding from the J.W. Family Foundation, the University will hire two full-time employees to assist the Director. Furthermore, the University is seeking support to cover the costs of publicity and administrative supplies for the CSL Program.

Leveraging the University of Ottawa's Strengths

As part of the University of Ottawa's five-year strategic academic plan, *Vision 2010*, we have established important goals and direction. *Vision 2010* highlights the importance of offering students a broader education that promotes ethics and makes use of features such as elective courses and volunteer work, establishing strong ties with our external communities.

This proposal has outlined the University's specific strategies for leveraging its strength as a knowledge producer to benefit community organizations, such as: providing targeted support and incentives to significantly increase the level and quality of CSL participation by community groups, students and faculty; and developing new intensive CSL programs aimed at high-need issues in the National Capital Region in which the University has great strength (environment and health). These and other CSL initiatives will be implemented and monitored for program enhancement and service delivery. *Please see the appendices for details outlining the specific CSL input initiatives and expected outcomes.*

Budget

Please refer to Appendix A for expenditures and Appendix B for in-kind support and financial commitments made by the University of Ottawa and community partners.

Measuring the Success of our CSL Program

To ensure that the University of Ottawa is instilling long-term commitment to volunteering and building the capacity of the non-profit and volunteer sectors in Canada, we will develop an internal performance measurement system. This system will evaluate our CSL Program as it develops and expands, providing timely information on participants, implementation and outcomes, as well as recommendations for Program enhancement. Developed in consultation with Program stakeholders, the performance measurement system will also generate feedback on the University's leveraging capacity. It is important that our CSL Program and its proposed expansion are:

- **Relevant:** in applying theory and practice, enhancing community-building efforts and social capital.
- **Appropriate:** with regard to policy, process and practice consistent with the five broad objectives of the J.W. McConnell Family Foundation's National University-Based Community Service Learning Program and its underlying philosophy.
- **Responsive:** in adapting to diverse academic approaches, community needs and service requirements.
- **Accepted:** by stakeholders for whom the CSL Program was designed.
- **Monitored:** to identify performance strengths and weaknesses and allow for informed development of the CSL Program.
- **Consistent:** in providing guidance relevant to the vision of both the J.W. McConnell Family Foundation and the University of Ottawa.

Given the evolutionary nature and values of the CSL Program, and the proposed investment to enhance its objectives, the University will adopt a participatory approach to developing the internal performance measurement system and Program evaluation, relying on the input and direction of the CSL Advisory Board to guide the evaluation process.

Formative Evaluation

To ensure the CSL Program is maximizing its ability to build individual competency and community capacity, the University of Ottawa will begin conducting a formative evaluation in early 2006. This evaluation will identify pertinent questions that will serve as a basis for longitudinal analysis.

Professor Tim Aubry, Director of the University's Centre for Research on Community Services (CRCS) and a leading expert in a variety of community-focussed areas including community mental health, program evaluation, and social services will conduct the formative evaluation. The CRCS is a research centre in the Faculty of Social Sciences, whose researchers have extensive experience in program evaluation of community services, including the formative evaluation of new programs. CRCS projects usually include the implication of graduate students from disciplines such as psychology, social work, and population health. These students specialize in the development, delivery, and evaluation of community-based health and social services.

A formative evaluation of the CSL Program during the early stages of its development will provide an opportunity for students, faculty and community groups to provide input on activities, producing information that will help frame a more comprehensive and sophisticated longitudinal analysis. The following overarching research questions will guide the formative evaluation.

- What is the CSL program logic model?
- Does the extant research on CSL support the program logic model of the Program at the University of Ottawa?
- Do the characteristics of participating students, courses and community groups correspond to those targeted by CSL?
- Are the administrative and service objectives of the CSL Program being met?
- Do the different activities of CSL participants correspond to those originally intended?
- What barriers exist at the University and community groups that limit CSL participation?
- How satisfied are different stakeholder groups with the CSL Program?
- How can the CSL Program be improved?

The CRCS will further define these questions following a detailed search of literature, the development of different key Program elements in the form of a program logic model, and consultation with program stakeholders through the CSL Advisory Board.

Multiple methods to collect aggregate data from the different CSL stakeholder groups will be used in the formative evaluation. The CRCS will also conduct a series of in-depth focus group sessions with professors, students and community groups, and develop and widely circulate a participant satisfaction questionnaire allowing all CSL participants to provide feedback on the Program.

To date, there does not appear to have been any published study of a similar project in a Canadian university despite growing interest in this area. The report emanating from the formative evaluation will therefore be one of the first, leading to

the further development and refinement of a CSL Program in a Canadian context. The formative evaluation will fulfill two purposes.

1. At the local level, it will allow the University to examine the extent at which the Program is being implemented as intended. Based on this information, improvements to the program will be made.
2. At a national level, it will contribute to the emerging CSL knowledge base and have broader pedagogical implications for both the University of Ottawa and other teaching institutions implementing or planning to implement a similar program.

Longitudinal Analysis

Based upon the findings in the formative evaluation, a proposed performance measurement system will be developed for conducting a longitudinal analysis from two perspectives:

1. A community-based approach examining the CSL Program and its progress in building volunteer capacity
2. A pedagogical-based and University-wide approach examining the impact of CSL on students, professors and in transforming the University.

We will identify performance indicators based on the developed program model, as well as identify measures of program outputs and outcomes for use. Practical experience and approaches, both internal and external, will be considered. It is important that results are reported and recommendations assist everyone in making informed decisions, providing effective advisory, functional and operational guidance in various areas of responsibility.

Program output measures will focus on characteristics of CSL participants and characteristics of activities delivered (e.g. number of volunteer hours delivered by the Program, types of volunteer activities, number and types of university courses integrating CSL activities, and number and types of participating community organizations). Potential outcomes measured by the performance measurement system could include:

- Improved student competencies (i.e. knowledge and skills)
- Improved professor participation
- Enhanced student learning and a more positive learning environment
- Impact of CSL as reflected in standardized, university-wide course evaluations
- Increased sense of student self-worth and self-confidence
- Increased engagement of students in community building
- Increased resilience through awareness, understanding and knowledge

- Longer-term commitment to volunteerism
- Enhanced deliverables by community organizations
- Greater range and diversity of University-community interaction
- Increased research on community issues
- Impact of CSL on course curricula and strategic plans at the departmental or faculty level, or on wider university administrative bodies
- Participation in, and level of financial support by, other university sources for CSL (e.g. from research grant programs, institutes, research centres and teaching and student support services)
- Increased involvement of professors in community-based projects and general outreach, indicated in aggregated faculty-generated data based upon professorial annual reports

We intend to use multiple methods to collect data from students, faculty, program administrators, and community organizations. Specifically, contemporary data collected on the characteristics of participating students, courses, and community agencies will be analyzed, summarized and disseminated. Ongoing monitoring and enhancement will be crucial for sustaining the success of the University of Ottawa's CSL Program.

A participant satisfaction questionnaire will also be developed and posted on the CSL website allowing all students, professors and community organizations to provide feedback on the Program. Without being administratively burdensome, it is important to demonstrate and assess the manner and extent to which the CSL Program has implemented, where reasonable and appropriate, effective measurements and reporting procedures.

Community-Based Analysis

The longitudinal analysis examining the community will be conducted under the direction of Tim Aubry, who will collaborate with the United Way/Centraide Ottawa, the Community Foundation of Ottawa and Volunteer Ottawa to focus on what types of projects worked best with different types of organizations. Relations with community organizations will be examined by indicators such as type and size of organization, or type of student by year of study, or by discipline. This comprehensive study will then assist in producing a number of likely formulas for greater CSL success at the University of Ottawa.

Surveys will be supplemented with in-depth interviews of a statistically significant sampling of community partners as purely quantitative data can miss some qualitative success stories. We believe that this type of sophisticated analysis will have a wider application for community groups.

Professor Aubry and his team from the CRCS will conduct interviews with community groups before and after their CSL experience as part of the comprehensive CSL Program review. A graduate student assistant will help conduct the research for this community-based study.

Pedagogical-Based and University-Wide Analysis

The longitudinal analysis examining the impact of CSL on students, professors and the University will explore domains such as personal growth and satisfaction with the Program, whether participants would be inclined to repeat the CSL experience and their disposition towards volunteerism in general. Surveys will also be supplemented by pre- and post-CSL in-depth interviews of a statistically significant sampling of students and professors.

This analysis will also systematically examine the impact of CSL on broader university activities and directions, to ascertain the extent to which the Program is exerting a transformative institutional effect. Exploring this area can be more difficult and less precise given the numerous priorities and competing factors at play within departments, faculties, institutes, research centres and central administration. However, as CSL develops and expands among various stakeholders and demonstrates its benefits, we fully anticipate a broader impact on the University culture and direction.

The longitudinal analysis will measure the University-wide impact through indicators such as the presence of CSL in course curricula, and departmental and faculty strategic plans; levels of financial support and participation in CSL-related projects from other University sources; and community outreach actions by professors beyond CSL. Moreover, as part of the external and internal University surveys administered through the Office of the Vice-President (University Relations), questions will be added to track the reputation of the University of Ottawa in categories such as advancing ethics in education and building social capital in the wider community. The overall pedagogical and university-wide analysis will be conducted under the direction of the following two experts:

Dr. Aline Germain-Rutherford, Director of the University of Ottawa's Centre for University of Teaching (CUT)

Dr. Aline Germain-Rutherford works specifically in the field of higher education pedagogy and has been a leader in important Canadian initiatives such as *facultydevelopment.ca*, for which she was the Co-Principal Investigator, and the Institute for Advancement of Teaching in Higher Education for which she was a co-founder and sits as a current member of the Board of Directors.

These two Canada-wide collaborative projects provide infrastructure and develop original content to enhance professional development in higher education teaching. Dr. Germain-Rutherford is also a 3M Teaching Fellow – a national award for Excellence in Teaching in Higher Education and Leadership in Higher Education.

CUT has two professional instructional consultants on staff, one of which is Eric Kristensen, a recognized expert in CSL from Boston. As senior consultants, Mr. Kristensen and his colleague will support Dr. Germain-Rutherford in terms of the development, analysis, and interpretation of results, providing recommendations for future CSL Program development. CUT will also provide administrative and financial support for the longitudinal analysis and the annual CSL workshop, where their findings will be presented.

In addition to helping develop analytical tools for the longitudinal analysis, Dr. Germain-Rutherford will direct one graduate student per year over the next five years who will assist with the pedagogical-based and university-wide study.

Dr. Joel Westheimer, Professor (Department of Education), Co-Founder and Co-Director of the Democratic Dialogue: Collaborative Research in Democracy, Education, and Society

Dr. Joel Westheimer is a leading North American expert on the theory of community service-learning and an active participant in the University's CSL Program – both as a practitioner and as a member of the CSL Advisory Board.

He is also the author or co-author of two books, numerous scholarly articles, and newspaper and magazine articles related to service-learning and applying the ideals of citizenship, democracy and social responsibility to education, both in the University system and the K through 12 school system. He has been cited in sources such as the New York Times and appeared on television shows such as *Good Morning America*.

Furthermore, Dr. Westheimer's Democratic Dialogue, located at the University's Faculty of Education, is a group of researchers who study education, citizenship and democracy. Dr. Westheimer and his team will offer their expertise during the development and implementation of the longitudinal analysis, as well as our CSL Program, providing recommendations to the CSL Advisory Board. Democratic Dialogue will also help to disseminate CSL research results through its conferences, website, and contacts to educators across Canada and the United States.

Dissemination of CSL knowledge

Too often, research findings do not make their way into the hands of individuals who could use them to make a difference in people's lives. The University of Ottawa will ensure that all research results are disseminated to the public and other interested parties, in both English and French, reaching a large audience of Canadians both regionally and nationally.

A technical report summarizing the evaluation findings and recommendations for improving the CSL Program will be made available in both PDF and booklet format annually. At the end of the five-year study, a comprehensive summary report will be shared with CACSL, advertised through professional bodies such as the Society for Teaching and Learning in Higher Education, and made available on our CSL website.

The report will also be distributed through the United Way/Centraide Ottawa, the Trillium Foundation, Ottawa Rotary, Kiwanis Club of Ottawa, Volunteer Ottawa, and the Community Foundation of Ottawa to community groups. Funding from the J.W. McConnell Family Foundation will allow the CSL Office to engage a graduate student to produce an online newsletter and annual report, disseminating information and research results over the next five years.

The University will present its findings at forums, CACSL conferences, and our own annual CSL workshops at least three times over the course of the next five years. Funding from the J.W. McConnell Family Foundation will help the University to pay for representatives of the University of Ottawa to travel to conferences, or other CSL Program-related venues. Funding will also help cover the cost to host our annual CSL workshops and conferences, which will serve as forums for professors, outstanding CSL students, community group partners and representatives from post-secondary institutions across eastern Ontario and western Quebec to exchange ideas, experiences and research.

Conclusion

The University of Ottawa views CSL as a program of significant benefit and transformational potential to the institution, its students and professors and the communities we serve. As an institution of higher learning, we are training citizens and future leaders, helping students become active, engaged self-learners and socially-conscious individuals who recognize the broader benefits that they can bring to society through their course of study, their knowledge and expertise.

Our five-year academic strategic plan, *Vision 2010*, which provides an overarching vision and direction for the University's future, specifically highlights the importance of community service-learning. Our CSL Program is viewed as a fundamental

element in cultivating a stronger presence in the community that will significantly benefit students, professors and community organizations both in the short- and the long-term.

CSL is also at the core of the University's renewed commitment to promoting innovation and excellence in teaching that will transform the learning environment. This plan has received the overwhelming endorsement of the University community, including our Senate and Board of Governors. Furthermore, our unique bilingual tradition and passion for developing and imparting new knowledge and innovation facilitates the dissemination of our CSL Program results, in both of Canada's official languages, to other institutions interested in implementing or improving their own CSL Program.

The University of Ottawa looks toward the future with resolve, confident of our strengths and determined to realize our full potential. We are proud of the progress we have made toward collaboration with non-profit and community organizations. A partnership with the J. W. McConnell Family Foundation will propel the University of Ottawa forward with this vision through the implementation of a truly dynamic and comprehensive CSL Program. Together, we will help build the capacity of a wide variety of community groups and encourage long-term collaboration, citizenship, and volunteerism.

Thank you for considering our proposal. Five hard copies of our proposal will be mailed to your office, as requested.