



The Trent Centre for  
Community-Based Education

## 2005-2006 ANNUAL REPORT

The Trent Centre for Community-Based Education is a cooperative initiative that facilitates **community-based research, service learning** and **experiential learning**.

The Centre provides opportunities for students, faculty and local organizations to pool their resources and work together on **community-inspired** projects that enhance the social, environmental, cultural or economic health of our community.



## A Message from the President and the Executive Director

The past year has been a time of tremendous change for the Trent Centre for Community-Based Education. After almost ten years of existence, the TCCBE is marking its one-year anniversary as an independently incorporated body. This historical moment was made possible only through countless hours of hard work, over many years, by volunteers and Community-Based Education staff in the Peterborough and Haliburton regions - we thank-you for your support and celebrate your accomplishments!

On this one-year anniversary comes a change in TCCBE leadership with the departure of Jennifer Bowe as TCCBE Executive Director in July 2006. Jennifer has been with the TCCBE since its inception in 1996 and has dedicated her heart and soul to the work of community-based education and service learning. The TCCBE is where it is today largely because of her tireless service. We wish her well in her future endeavours.

With Jennifer's departure brings Todd Barr, the new Executive Director for the TCCBE. Previous to the TCCBE, Todd worked in Nova Scotia as Project Assistant for *Rural Communities Impacting Policy (RCIP)* - a partnership between the Atlantic Health Promotion Research Centre at Dalhousie University and the Coastal Communities Network. As the title suggests, the purpose of RCIP was to work with groups and individuals in Nova Scotia to use social science research to influence policy for improving the health and sustainability of rural communities. Because of the many similarities between RCIP and the TCCBE, Todd feels well-prepared for his work here in Ontario. Coming to the TCCBE allows him to further his ideas related to community-based research, community-based education and service learning.

This report symbolizes a crossroads: a time for the organization to engage in a meaningful strategic planning process to chart its desired future course. The TCCBE and its participants appear to be in agreement about the importance and value-added nature of the Community-Based Education Program. Now is the time to begin assessing the present and discussing the future for the TCCBE as it relates to fulfilling local needs and maintaining provincial, national and international leadership in the fields of community-based research and service learning.



Marie Gage  
President



Todd Barr  
Executive Director



## Programs and Services - the year in review

### *Community-Based Education at Trent University*

The Trent Centre for Community-Based Education is in a period of transition. For the past ten years, the TCCBE and its service delivery partner U-Links Centre for Community-Based Research in Haliburton County (U-Links) have facilitated the Community-Based Education (CBE) Program between Trent University faculty and students and community "host" organizations. Up until fall 2005, CBE Program projects were conducted as full or half year projects with empirical university-level research as the central component. In the fall of 2005, the TCCBE and U-Links began undertaking curriculum-based CBE projects that *do not necessarily involve empirical university-level research and can occur as shorter-term assignments within courses*. These new types of projects were piloted in 2005-06 and were generally well-received by local community organizations and Trent University faculty and students. As a result, the TCCBE has begun to actively promote this broader range of CBE project possibilities in 2006-07.

The following table contains CBE Program statistics for 2005-06:

Table 1: Community-Based Education Program at Trent University - Program Statistics June 05 to May 06

Completed	Haliburton (U-Links)				Peterborough (TCCBE)				Entire CBE Program			
	Sum'05	Fall'05	Wtr'06	All Year	Sum'05	Fall'05	Wtr'06	All Year	Sum'05	Fall'05	Wtr'06	All Year
*Students	0	1	28	29	2	24	40	66	2	25	68	95
Research only	0	1	23	24	2	10	34	46	2	11	57	70
Non-research or mix	0	0	5	5	0	14	6	20	0	14	11	25
Projects/ Placements	0	1	13	14	2	13	26	41	2	14	39	55
Research	0	1	9	10	2	7	20	29	2	8	29	39
Non-research or mix	0	0	4	4	0	6	6	12	0	6	10	16
Host Organizations	0	1	11	12	2	10	21	33	2	11	32	45
Faculty Participating	0	1	9	10	2	4	18	24	2	5	22	23
Academic Departments	0	1	6	7	2	5	10	17	2	6	10	10

\*One student completed two projects

### Examples of research-oriented projects from June 2005 to May 2006

#### **Social Impact of Rural Airport Expansion, Maple/Beech/Cameron Lake Property Owners Assn**

This student designed and implemented a survey to assess the potential social impact of a proposed rural airport expansion. The survey attracted a 70% response rate, collecting primarily qualitative information regarding residents' perspectives about the expansion as they relate to the rural character of the area. The project was presented at the annual general meeting of the Property Association.

#### **Integrating Diversity into School Policy, Community Race Relations Committee and Peterborough Clarington Victoria Northumberland Catholic District School Board**

A political studies student created the research paper 'Anti Oppression Templates, Materials, and Rough Guide.' The paper is a step-by-step overview of anti oppression workshops and establishes what theories, methodologies and structures constitute such workshops. The essay also explores efforts of several organizations and social movements whose work has inspired these models.

### **Arts Programming for Youth, Agnes Jamieson Gallery**

Two sociology students designed a survey and conducted a focus group with local high school students determining their views on art programming. The study identified types of programs young people are interested in and the barriers to participation. The final report included a literature review, research methodology, survey and focus group results, and personal reflections on the process.

### **Impact of Income on School Readiness, Peterborough Family Resource Centre**

This geography student project 'Analyzing Demographics in Comparison with Early Childhood Development' explored the relationship between economic neighbourhoods and children's early development, using the EDI (Early Development Instrument). No correlation was found between income levels and school readiness

## Examples of other CBE projects from June 2005 to May 2006

### **The Social Side of Things: Learning More About Kawartha Food Share, Kawartha Food Share**

Four students from Canadian Studies, Environmental Studies and International Development worked with Kawartha FoodShare as part of a course called The Canadian Food System. They spent 20-25 hours each receiving and sorting donations, checking inventory, and selecting and packing orders for shipment to member agencies. They read related articles, wrote papers and made presentations and lead discussions about their experience in class.



**Moving food donations at Kawartha Food Share**

### **Observing How We Host Newcomers: A Qualitative View, New Canadians Centre Peterborough**

As part of their Sociology-Psychology course in Qualitative Methods, five students joined the Host Program, providing companionship, practical assistance and English conversation for newcomers to Canada. They kept notes about this 'social phenomenon,' interviewed staff at the Centre, and discussed the experience as a group to develop and deliver a presentation to their instructor and classmates.

### **Volunteer Support Project, Community Care Haliburton County**

As a major assignment in their Women's Studies course, two students assisted Community Care staff to develop a volunteer training manual. This organization is supported by over 100 volunteers providing essential service to the area. In addition to the manual, the students also produced, and were evaluated on, a binder documenting their learning throughout the project.

### **Meeting Community Capacity Needs**

As an independent, not-for-profit organization, the TCCBE maintains its community-based status while continuing a longstanding partnership with Trent University. Indeed, local Community Advisory Committee members recently re-iterated the importance of providing a community-based brokering service.

Over the years the TCCBE has encountered divergent practices and constraints regarding ethical approaches to community-based research. Together with Trent University's Research Ethics Committee,

the TCCBE is exploring the possibility of establishing a community ethics committee that would also adhere to federal research council guidelines for academic research.

Community host evaluation responses for the August 2005-July 2006 period of the CBE Program (17/29 surveys returned; response rate 57%) were generally positive. Examples of benefits expressed by community organizations included: distribution of projects materials to local politicians for policy change work; contribution of knowledge to future planning; building the case for prospective funders; developing a greater understanding of an organization and its program and service delivery as it relates to community needs; increased understanding of youth needs in the community.

In the coming year, the TCCBE and U-Links plan to incorporate *all* evaluation efforts into a comprehensive evaluation plan that builds upon work already accomplished and links directly to the TCCBE strategic plan (i.e. the monitoring of indicators developed in partnership with TCCBE participants, the McConnell Foundation, the Canadian Association of Community Service Learning (CACSL) and from service learning literature).

### ***Student Learning and Supports***

The evaluation tool measuring student experiences of the 2005-2006 community-based research projects (a survey) is in the final stages of refinement and will be conducted in early October 2006. Evaluation responses from students in other types of projects (19/21 surveys returned; response rate 91%) were positive overall. Specific comments related to learning include: developing a deeper understanding and passion for the issues studied; appreciation of project group members for support; understanding the realities of doing community-based research better; experiential learning aspect of course was the most useful; and guest speakers were enjoyed by the majority of respondents. Specific comments related to civic engagement include: participating in community-building, collective decision-making, the difficulty of making a decision when faced with multiple problems in a community; getting perspective on the need for 'surface' solutions [i.e. downstream] and 'structural' solutions [i.e. upstream]; making community connections and the experience of being a volunteer; and project management (and mis-management) experience.

### ***University Faculty and Administration - Learning and Supports***

Involvement by new faculty exceeded expectations this year, resulting in a total of 29 instructors participating. CBE Program staff was also delighted to learn that the Sociology department added the Community-Based Research course to the Sociology course offerings listed in the course calendar. Plans are underway for a faculty networking event in October 2006 and CBE staff regularly collaborate with faculty in the creation of community-based education-oriented curriculum.

### ***Other Community-Based Education Services***

Because of its broad-based mandate, the TCCBE and U-Links are often approached to support community-based education needs that cannot be adequately supported through the Community-Based Education Program at Trent University. Sometimes projects are very large, require very sophisticated expertise or long-term commitments and as a result, students cannot offer the right services in the context of their

*Knowledge brokering is about bringing people together, to help them build relationships, uncover needs, and share ideas and evidence that will let them do their jobs better. It is the human force that makes knowledge transfer (the movement of knowledge from one place or group of people to another) more effective. Knowledge brokering occurs even without individuals dedicated solely to brokering, so it's important to focus on the activities and processes, not the individuals.*

Canadian Health Services Research Foundation. (2003) "The Theory and Practice of Knowledge Brokering in Canada's Health System." p.i.

course work. If expertise, interest and resources allow, the TCCBE and U-links try to match more ambitious projects with professors, other post-doctoral researchers and other community agencies.

## Sharing Knowledge

### *Dissemination<sup>1</sup>*

Along with numerous student-led presentations and reports in Peterborough and Haliburton Counties, U-Links hosted the *5<sup>th</sup> Annual Celebration of Research* in April 2006. The event was a success with several student projects and community initiatives represented. In July 2006, the TCCBE renewed a dormant relationship with the Peterborough Public Library to catalogue all newly organized CBE project-related documents and other community-based education resources located in the TCCBE library (U-Links also provides this service in Haliburton County).

### *Professional Development and Knowledge Mobilization<sup>2</sup>*

Approximately 80 people attended the Ontario Region Conference on Community Service-learning in June 2005 (co-hosted by the TCCBE and the Canadian Association for Community Service Learning - CACSL). This event was a success, allowing visiting conference participants to mingle with local veterans of Community-Based Education. Evaluation feedback revealed that the conference addressed particularly well the interests of student life/affairs staff from universities and instructors from universities and colleges contemplating or launching service-learning.



TCCBE and U-Links staff mingles with Ashley Fellow Dr. Randy Stoecker

Two exciting opportunities arose this year for Trent University and the TCCBE to host distinguished visitors in the field of community-based research and service learning. First, in September, Dr. Caspar de Bok of the University of Utrecht and Living Knowledge Network spent a day meeting with faculty, students and CBE Program staff. Dr. de Bok also gave a presentation about Europe's Science Shops. Second, the TCCBE nominated Dr. Randy Stoecker of the University of Minnesota for the annual Ashley Fellowship at Trent University because of his extensive experience and writing in the field of service learning. Dr. Stoecker spent a total of five weeks in two visits at Trent University and the surrounding regions, learning about the CBE Program, meeting with staff, students, faculty and community groups, and speaking about his own experience and scholarship.

Community-University Expo (hosted by the University of Manitoba in September 2005) was another opportunity for TCCBE and U-Links professional development and knowledge mobilization. In addition to facilitating a discussion on community-based research ethics, CBE Program staff gave a presentation titled *Meeting Community Research Needs Through a Form of Service-Learning*. In other knowledge mobilization activities, the TCCBE Executive Director participated in a Symposium co-hosted by the University of Alberta and Canada's Social Science and Humanities Research Council (SSHRC) on 'Knowledge Mobilization.' SSHRC also invited TCCBE to attend the *National Dialogue on Higher Education*

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<sup>1</sup> Dissemination: The sharing of the knowledge that has been created and gathered by the TCCBE and its service delivery partners (e.g. U-Links Centre for Community-Based Research in Haliburton County)

<sup>2</sup> Knowledge Mobilization: The use of created and gathered knowledge to affect healthy, community-based change in the Peterborough and Haliburton communities and beyond.

in Ottawa for contributing to discussions about the future of (primarily university) education in Canada. The TCCBE was also able to share its approach to community-based education on a more intimate level for Malaspina University College, Ryerson University and Japan's Obihiro University.

CBE Program staff that attended the annual conferences of Campus-Community Partnerships for Health and the Society for Teaching and Learning in Higher Education reported great interest in the unique, community-driven CBE Program at TCCBE and Trent University.

Two gatherings hosted by the CACSL and the McConnell Foundation afforded opportunities to learn from other McConnell Foundation service-learning grant recipients and share TCCBE lessons learned from a ten-year history. The TCCBE also assisted CACSL to promote service learning through the co-development and delivery of a half-day service learning workshop for the Council of Ontario Universities. Faculty from the University of Toronto also collaborated on the workshop – presented to all Vice Presidents Academic in Ontario. Finally, the TCCBE joined CACSL and the University de Quebec à Trois Rivieres in delivering a one-day colloquium on service learning at Quebec's annual conference of francophone universities.



TCCBE welcomes visiting faculty from Obihiro University

## **Sustaining Community-Based Education & Service Learning - Locally and Beyond**

Community outreach to assess interest in community-based education was designated to begin in the Oshawa region in 2007-2008 and in the City of Kawartha Lakes region in 2008-2009. Despite this plan, U-Links was contracted in the summer of 2005 to conduct an environmental scan of experiential learning opportunities at the City of Kawartha Lakes campus of Fleming College. Continuous interest from this region may switch priority for expansion from Oshawa to Kawartha Lakes. Discussions are expected to continue this fall.

As stated from the outset, momentum for community-based education is building at Trent University and in the Peterborough and Haliburton regions. The Trent Centre for Community-Based Education is poised to complete a core program and organizational development phase. With this in mind, a fundraising plan will be developed over the coming year in accordance with the strategic goals of the TCCBE and a new cycle of securing long-term commitments to community-based education locally and beyond will begin.

## Financials<sup>3</sup>

### Statement of Financial Position

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**TRENT CENTRE FOR COMMUNITY-BASED EDUCATION INC.**

**STATEMENT OF FINANCIAL POSITION**

As At May 31, 2006

	2006	2005
	\$	\$
<b>ASSETS</b>		
<b>Current</b>		
Cash	57,187	-
Accounts receivable	845	-
Prepaid expenses	180	-
<b>Total Assets</b>	<b>58,212</b>	<b>-</b>
<b>LIABILITIES AND FUND BALANCE</b>		
<b>Current Liabilities</b>		
Accounts payable and accrued	6,787	-
Deferred contributions - Note 3	51,425	-
	<b>58,212</b>	<b>-</b>
<b>Fund Balance</b>		
Unrestricted	-	-
<b>Total Liabilities and Fund Balance</b>	<b>58,212</b>	<b>-</b>

The accompanying notes are an integral part of the financial statements.

**Tim J.F. Nicholls**  
**Chartered Accountant**

<sup>3</sup> Complete copies of the audited financial statements are available upon request.

Statement of Operations and Changes in Fund Balance

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**TRENT CENTRE FOR COMMUNITY-BASED EDUCATION INC.**

**STATEMENT OF OPERATIONS AND CHANGES IN FUND BALANCE**

For The Year Ended May 31, 2006

(with comparative figures for the 69 day period ended May 31, 2005)

	2006 \$	2005 \$
<b>Revenue</b>		
Grants		
Trent University		
McConnell Foundation	220,417	-
ICOR	30,000	-
Teaching and Learning	38,000	-
Trilium	9,925	-
Other	2,054	-
<b>Total Revenues</b>	<b>300,396</b>	<b>-</b>
<b>Expenditures</b>		
Board/Committee supplies and expenses	2,880	-
Planning and development professional fees	3,263	-
Training and professional development	2,504	-
Staff travel and accommodations	7,065	-
Project and placement supplies and expenses	539	-
Program participant supports	1,338	-
Program delivery tools and materials	1,155	-
Special events	3,127	-
Marketing and promotion	6,037	-
Salaries and benefits	111,350	-
Resource centre	4,915	-
Telephone, internet and network	2,189	-
Office equipment and furnishings	5,308	-
Office supplies and expenses	3,360	-
Accounting and audit	3,521	-
Administrative professional fees	810	-
Insurance	1,984	-
Purchase of service payments - Note 4	78,758	-
Payment to COIN - Note 5	9,088	-
<b>Total Expenditures</b>	<b>248,971</b>	<b>-</b>
<b>Excess of Revenues Over Expenditures Before Other Item</b>	<b>51,425</b>	<b>-</b>
<b>Other Item</b>		
Deferral of Contributions From Trent University - Note 3	(51,425)	-
<b>Excess of Revenues Over Expenditures For The Period</b>	<b>-</b>	<b>-</b>
<b>Fund Balance, Beginning of Period</b>	<b>-</b>	<b>-</b>
<b>Fund Balance, End of Period</b>	<b>-</b>	<b>-</b>

Tim J.F. Nicholls  
Chartered Accountant

The accompanying notes are an integral part of the financial statements.

## **TCCBE Leadership** (as of May 31, 2006)

### **Board of Directors**

Marie Gage, *Chair*

Janet Greene, *Secretary*

Mary-Ann Meagher, *Treasurer*

### **TCCBE Advisory Committee**

Jim Blake, *Community Co-Chair; Haliburton County Community Co-operative*

Marie Gage, *Willow Beach Cottages*

Janet Greene, *Member at Large*

Kate Hall, *U-Links Centre for Community-Based Research in Haliburton County*

Blane Harvey, *Frost Campus, Fleming College*

Heather Kenny, *Community Opportunity & Innovation Network (COIN); Rainbow Lake Cottages*

Mary-Ann Meagher, *Peterborough Family Resource Centre*

David Poole, *University Co-Chair: Student Teaching and Learning, Trent University*

### **Community Advisory Committee - Peterborough County (CBE Peterborough)**

Alan Brunger, *Department of Geography, Trent University*

Cate Henderson, *Peterborough Green-Up*

Walter Johnstone, *Peterborough Downtown Business Improvement Association*

Barb Longland, *School of Nursing, Trent University/Fleming College*

Ann MacLeod, *School of Nursing, Trent University/Fleming College*

Julie Munroe, *Business Administration, Trent University*

Charles Shames, *Peterborough (and Area) AIDS Resource Network (PARN)*

Michael Berrill, *Department of Biology, Trent University*

### **Community Advisory Committee - Haliburton County (U-Links Management Committee)**

Bill Obee (Chair), *Member at Large*

Jim Blake (Treasurer), *Haliburton County Community Co-operative*

Marie Gage (Ex Officio), *Trent Centre for Community-Based Education*

Shirley McCormick, *Member at Large*

Eric Sager, *Department of Environmental Science, Trent University*

Tom Whillans, *Department of Environmental Science (Chair), Trent University*

Cheryl Murdoch, *Councillor, Municipality of Minden Hills*

Jack Brezina, *Member at Large*

Val Bishop, *Sir Sandford Fleming College, Haliburton*

### **TCCBE Staff**

Jennifer Bowe, *Executive Director*; Sylvia Davies, *Program Coordinator*; Tammy Rogers, *Administrator*;

Natalie Warner, *Program Coordinator*; Barb Woolner, *Projects Coordinator*

### **U-Links Staff**

Kate Hall, *Director*; Heather Reid, *Program Coordinator*

## Appendix 1: Completed CBE Projects with Trent University - June 2005 to May 2006

Project Name	Host Organization	Student	Professor	Department
Development Context in Jamaica	Jamaica Self-Help	Lisa Cristini	Jackie Solway	International Development Studies 371H
Black Bear Curriculum	Ministry of Natural Resources	Chris Sharpe	Michael Berrill	Biology 389H
Local Food Sourcing		Sandra Carrothers	Peter Andree	Environmental and Resource Science/Studies 334H
Supermarket Tours	Ontario Public Interest Research Group (OPIRG) Peterborough	Lisa Arens, Heather Boyd, (David Szymer-dropped)	Peter Andree	Environmental and Resource Science/Studies 334H
Community Garden For People with Special Needs	YWCA	Christina Vasilevski	Peter Andree	Environmental and Resource Science/Studies 334H
The Social Side of Things: Learning More About Kawartha Food Share	Kawartha Food Share	Genevieve Gilbert, Thula Kulwazo, James McGillivray, Paige Shaw	Peter Andree	Environmental and Resource Science/Studies 334H
Housing and Hunger	Kawartha Food Share	Laura Eustace	Peter Andree	Environmental and Resource Science/Studies 334H
Referral Tools Brochure	Kawartha Food Share	Lindsay Burtenshaw, Marie Laforme, Christian Tuters	Peter Andree	Environmental and Resource Science/Studies 334H
Working with Meal Exchange	Meal Exchange	Sarah McGregor, Laura Stone	Peter Andree	Environmental and Resource Science/Studies 334H
Working with Grassroots Café	Grassroots Café	Caitlin Brown	Peter Andree	Environmental and Resource Science/Studies 334H
Working with Trent Radio	Trent Radio	Julia Monkman	Peter Andree	Environmental and Resource Science/Studies 334H
Working with Kawartha World Issues Centre	Kawartha World Issues Centre	Carley Moran	Peter Andree	Environmental and Resource Science/Studies 334H
Funding for Local Food Promotion	Kawartha Choice	Aime Blythe, Laura Hale, Jennifer Nantais	Peter Andree	Environmental and Resource Science/Studies 334H
Observing How We Host Newcomers: A Qualitative View	New Canadians' Centre	Sidney Pinto, Rodney Pinto, Sue Reynolds, Nelly Chen, Jenny Scott	Rory Couglin	Psychology 473H
Community Awareness Survey	United Way of Peterborough and District	Irene Andayo & Pei Chin	Chris Beyers	International Development Studies 422

Project Name	Host Organization	Student	Professor	Department
Using Theatre in Visual Art Education	Art Gallery of Peterborough	Joanne Tucker & Anna Doddridge & Jen Vries	Chris Beyers	International Development Studies 422
Environmental Indicators for Sustainable Waste Management	Peterborough Sustainability Network	Ikuyo Kikusawa	Stephen Bocking	Environmental and Resource Science/Studies 483
Evaluation of Fair Trade Initiatives at Trent	Ontario Public Interest Research Group (OPIRG) Peterborough	Kristen Rading	Chris Huxley	Politics 497H
Assessment of Day Programs for Young Adults with Downs Syndrome	CHANGES - Down Syndrome Support Group	Ricardo Tranjan	Jessa Chupik	International Development Studies 370
Redefining Home - Canadian Housing Policies	Peterborough Community Living	Amanda Hafelie	Jessa Chupik	Canadian Studies 477
Integrating Diversity into School Policy	Community and Race Relations	Zahra Murad	Nadine Changfoot	Politics 487
Health Benefits and Use of Walking Trails	Peterborough County City Health Unit	Tamara Milloy, Geoffrey Romanowski, John Miorin, Chris Evans, Natalie Bartlett, Kendra Andrews	Susan Wurtele	Geography 470
Settlement Conference	New Canadians' Centre	Richard Webster	Jessa Chupik	Canadian Studies 477
Impact of Income on School Readiness	Peterborough Family Resource Centre	Craig Buchinski	Raul Ponce-Hernandez	Geography 402 D
Domestic Violence - Rural Funding Strategies	Rural Outreach Centre	Joel Gunter and Erin Winger	Jessa Chupik	Canadian Studies 477
Feasibility Study on the Programming Needs of Young Adults with Down Syndrome	CHANGES - Down Syndrome Support Group	Dolkar Peljor	Jessa Chupik	Canadian Studies 477
Financial Resources for Grassroots Organization	Peterborough Coalition Against Poverty	Daniel Bastien	Jim Conley	Politics 487
Housing and Hunger	Kawartha Food Share	Laura Eustace, Alissa Paxton & Sarena Santilly	Marg Hobbs	Women's Studies 482
Lock Station Land Use Study for Burleigh Falls	Parks Canada	Alkenbrack, Emily	Dimitry Anastakis	Canadian Studies 481
Production of a Public Awareness Campaign	Elizabeth Fry Society	Maggie Nichols	Colleen O'Manique	Women's Studies 482
Ethics of and Making Videos on Poverty Issues	Peterborough Coalition Against Poverty	David Newberry	Nadine Changfoot	Politics 487
Marketing Research/Viability Study	Kawartha Credit Union	Zafar Khan, Jung-Youn Lyu, Richard Sun, Elizabeth Vandenberg, Shitu Zhong	Ed Ng & Kimberly Bates	Business Administration 483 H

Project Name	Host Organization	Student	Professor	Department
Evaluation of Affordable Housing Service	Community Counselling and Resource Centre	Trent Anderson and Salma Yarjani	Chris Beyers	International Development Studies 422
Environmental Sustainability Indicators: Air & Water Quality	Peterborough Sustainability Network	James Durkin	Sue Wurtele	Geography 440
Redefining Home - Exploring Supportive Housing Options	Community Living Peterborough	Jamie Lynn Davis and Jill Franklin	Sally Chivers	Canadian Studies 455
Viniculture Weather Charting	Central Ontario Viniculture Association	Greg Turner	Colin Taylor	Geography 470
Working with Meal Exchange	Meal Exchange	Mandy Ashton and Geneveive Ross	Chris Beyers	International Development Studies 422
Examination and Assessment of 'Personal Outcomes Measures'	Community Living Peterborough	Jessica Seanson and Jessica Eggerton	Chirs Beyers	International Development Studies 422
Informational Brochure for Constructed Wetlands	Haliburton Highlands Stewardship Council	Sandy Maskell	Tom Whillans	Environmental and Resource Science/Studies 384H
Haliburton Artists Lecture Series	Agnes Jamieson Art Gallery	Rachael Nicolls	John Wadland	Canadian Studies 420
Inventory of Environmental Resources	Environment Haliburton	Paul Pennington	Tom Whillans	Environmental and Resource Science/Studies 384H
Establishing of Centre for Alternative Wastewater Treatment Monitoring Regime	Haliburton Highlands Stewardship Council	Adam Dillan	Tom Whillans	Environmental and Resource Science/Studies 383H
Rural Municipal Cultural Policy	Arts Council	Melissa Laister	Jessa Chupik	Canadian Studies 477
Perceptions of Wolves	Haliburton Forest	Elaine Ferrier	Steven Bocking	Environmental and Resource Science/Studies 384
Educational Programming for Constructed Wetlands	Haliburton Highlands Stewardship Council	Anders Holder	Sue Wurtele	Geography 470
Social Impacts of Proposed Airport Expansion	Maple & Beech Lake Property Association	Charles Torzsak	Stephen Tufts	Geography 470
Volunteer Needs	Haliburton Highlands Trails and Tours Network	Caelah Merrick	Stephen Tufts	Geography 470

Project Name	Host Organization	Student	Professor	Department
Out Migration of Youth	Workforce Development Board	Nicole Tetreault, Lisa Arens, Heather Boyd, Amy Miller, Julia Mokedanz, Alyson Ricard, Jason Taylor, Andrew Walker	Stephen Tufts	Geography 470
Arts Programming for Youth	Agnes Jamieson Art Gallery	Jenna Loney	Alana Herminston	Sociology 392H
Arts Programming for Youth	Agnes Jamieson Art Gallery	Emma Figurski	Alana Herminston	Sociology 494H
Volunteer Training Manual	Community Care Haliburton	Rachel Levine-Katz, Lindze Harvey	Marg Hobbs	Women's Studies 443
Communicating Environmental Messages - Media	Environment Haliburton	Cailey Anderson	Tom Whillans	Environmental and Resource Science/Studies 484H
Communicating Environmental Messages - Curriculum	Environment Haliburton	Wynona Marleau	Tom Whillans	Environmental and Resource Science/Studies 316
Cost Benefit Analysis – Constructed Wetlands	Stewardship Council	April Stauffer, Ivan Ho	Tom Whillans	Environmental and Resource Science/Studies 316
Developing a Land Trust Inventory	Haliburton Highlands Land Trust/ Environment Haliburton!	Ben Walters, Andrea Martucci, Sabrina Cook, Jonathan Lazure	Tom Whillans	Environmental and Resource Science/Studies 316
Aggregates Project	Environment Haliburton!	Adam Dillon	Tom Whillans	Environmental and Resource Science/Studies 484H
Funding for Micro Hydro Installation	Emmerson Lumber	Ivan Ho	Stephen Hill	Environmental and Resource Science/Studies 384H



**Trent Centre for Community-Based Education**

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