

Trent Centre for Community-Based Education

2006–2007 Annual Report



Formulating objectives for the strategic plan – March 2007

Bringing local organizations and academic resources together for
community-inspired projects

A Message from the President and the Executive Director

In May 2007, the Trent Centre for Community-Based Education (TCCBE) Board of Directors articulated a three-year strategic plan on the advice of over 100 stakeholders. The vision is bold: to be widely recognized as a strong and healthy organization that is a leader in community-based education; delivering high quality service to its clients and partners while making a positive difference in communities throughout South-Central Ontario.

Achieving this broad-based mandate won't be easy. In the face of an often adverse and constantly changing societal landscape, TCCBE volunteers and staff will need tools and techniques to continuously monitor, evaluate, and adjust the strategic plan. In other words, the TCCBE must begin to systematically apply the community-based techniques it champions in community-academic projects towards the organizational mission, vision, goals and objectives.

The past year has seen tremendous growth in community-academic projects while still maintaining high project success rates. We extend a heart-felt thank-you to staff and volunteer Committee and Board members who have worked harder and smarter to achieve these results. This success, as defined by participants, is the most important consideration as we move forward with expansion activities.

Another key to TCCBE sustainability is the leverage of our incorporated status. During the environmental scan process for the strategic plan, participants identified incorporation as a strength, weakness, opportunity and a threat. It is our belief that with careful consideration, this independence can be used to the advantage of all stakeholders. For example, highlighting our 'third-party/neutral broker' status in multi-stakeholder projects or sometimes manoeuvring more easily than our larger, more institutionalized partners.

These strategic concerns aside, the work of the TCCBE continually demonstrates the power of community-academic work to positively affect people, organizations, and communities. We hope you will enjoy reading the stories in this report and better understand how we help "...enhance [and make a positive difference in] the social, environmental, cultural and economic health of our communities."

Marie Gage
President



Todd Barr
Executive Director



“From an agency's point of view, TCCBE provides knowledge and insight for agency planning and operation and assists agencies in meeting client needs. This is achieved by sharing the expertise and skills of Trent students and staff.”

Response from research project host – 2007 strategic planning process

Organizational Development and Management

This was a year of organizational strengthening. The Trent Centre for Community-Based Education (TCCBE) underwent a seven-month strategic planning process charting the course for the next three years.¹ It was an excellent opportunity for board members and staff to talk with regional stakeholders about our organization and local issues and trends. It was interesting that the majority of stakeholders described the TCCBE in a fairly narrow, program-based way instead of according to our broad-based mission which was, and still is, to enhance the social, environmental, cultural and economic health of our communities by creating inclusive community-based research, service learning and experiential education opportunities. One of our greatest challenges in the coming years will be maintaining and reflecting a mission-based perspective in all that we do.

Core financial management and human resources practices received a much-needed overhaul, with an organization-wide update of policies and procedures planned for the coming fiscal year. The first year of a full board of directors went well, with many important issues dealt with efficiently and in good humour. In the coming year the board hopes to implement a comprehensive board development strategy and further define board member roles and responsibilities to ensure strong and sustained volunteer leadership. While these core organizational functions are not the stuff of inspiring front-line programs and services, they are essential (and often time-consuming) activities for a not-for-profit organization intent on achieving successful results.

Thank-You

After years of service on various TCCBE Committees and the Board of Directors, Mary-Ann Meagher is leaving the TCCBE Board of Directors. We appreciate her tireless and compassionate service and wish her well in the future. We also would like to thank outgoing directors David Berger, Blane Harvey and Debra Soule for their dedication and service – best wishes in future endeavours.

¹ Strategic plan available online at: <http://www.trentu.ca/academic/tccbe/mission.html>

“I am currently in the B.Ed program at University of Ottawa and have been reflecting on what I learned at Trent [University]. I just wanted to let you know that I think the TCCBE program is an excellent way for students to begin, and especially end their university degree. I am finding that the communication and practical skills learned from this challenge have helped me to become a better student in my current program and has made me less afraid of participating in my new community. I hope the TCCBE continues to work with my academic program at the University.”

CBE Program student participant 2006-07

Programs and Services – the year in review

Community-Based Education Program at Trent University

As outlined in our 2005-06 annual report, the Trent Centre for Community-Based Education (TCCBE) is now facilitating ‘for-academic-credit’ service learning projects that do not necessarily involve university-level research – all through the flagship Community-Based Education (CBE) Program. In the fall of 2006, staff at the TCCBE and U-Links Centre for Community-Based Research (our sister organization in Haliburton County) decided that an easier public distinction for projects is ‘CBE projects’ (50-220 hours) or ‘short-term CBE projects’ (10-20 hours) – with internal distinctions made for research, non-research, single term, two terms etc. This change was aimed at simplifying communication with project hosts who are less concerned about the label of a project and more concerned about needs to be fulfilled; and with students and faculty who work on unique projects that seldom conform to a single label (e.g. a two-term community-based research project involving front-line customer service work).

The statistics in Table 1 demonstrate remarkable growth in the CBE Program over the past 12 months. While this is good news in terms of increased host, student and faculty participation (with continued high success rates), it is a reminder to focus on resource sustainability and program supports for 2007-08. With this in mind, TCCBE and U-Links staff have agreed to ‘hold the line’ at most participant numbers for the coming year.

Table 1: Community-Based Education Program at Trent University – June 2006 to May 2007

	Haliburton (U-Links)				Peterborough (TCCBE)				Entire CBE Program			
	Sum'06	Fall'06	Wtr'07	Total	Sum'06	Fall'06	Wtr'07	Total	Sum'06	Fall'06	Wtr'07	Total
Students				42				201				243
<i>research*</i>	0	4	31	35	2	2	57	61	2	6	88	96
<i>non-research</i>	0	0	5	5	0	12	7	19	0	12	12	24
<i>short-term</i>	0	2	0	2	0	75	46	121	0	77	46	123
CBE projects				24				58				82
<i>research</i>	0	4	17	21	2	2	27	31	2	6	44	52
<i>non-research</i>	0	0	2	2	0	4	4	8	0	4	6	10
<i>short-term</i>	0	1	0	1	0	10	9	19	0	11	9	20
Unmatched projects				10				12				22
Incomplete projects				1				4				5
Host Organizations				11				40				51
Faculty Participating				11				17				20
Academic Departments				5				10				10

* Includes research-only projects and those with a research/non-research mix

Examples of community-based research projects from June 2006 to May 2007

Lake Planning Project, *Kennisis Lake Cottage Owners Association*

As part of three courses, 14 students worked on nine projects with four host supervisors from the Lake Association. The students gathered background information on a variety of topics identified as important in the lake plan (e.g. boating, naturalization of shorelines, night lighting). This work was highlighted at the Association's Annual General Meeting in the spring with the result that findings will be used in implementation of the lake plan. The Association has submitted projects for the up-coming year and are partnering with students in a field course who will collect data on plant and insect life in the lake.

What Makes a Housing Project Work? *Point in Time: Housing Committee*

This project involved a student looking through ten years of local newspaper archives for reports on housing. She then identified particular housing projects and conducted in-depth interviews to better understand why they worked or did not work. This project added momentum and focus to the Housing Committee and the recent formation of a not for profit organization (Places for People) that aims to create new housing in the area. The student continued to work on the project well after the term ended to submit accurate transcripts of her interviews for the archives at U-Links.

Aquatic Invasive Species: A Summary of Ecology and Management Techniques for the Common Reed, *Ontario Federation of Anglers and Hunters*

In this project, a student produced a thorough report on the invasive common reed that included physical characteristics, native vs. non-native variants, habitat, economic impacts and community-based stewardship activity. In addition to the report, the student led a discussion of his findings at a staff meeting. This project begins a series of projects on invasive species that the host intends to propose. Results will be shared with other local organizations and agencies in the area interested in environmental and conservation issues. The host supervisor mentored the student, involving him in other aspects of the organization. As well, the host supervisor is a TCCBE alumnus, demonstrating that as our program matures, we will continue to see alumni in the host role.

[CBE projects are a] "...great learning exercise that encourages personal investment in the learning process."
*CBE Program student participant
2006-07*

Development in Jamaica – Executive Summaries, *Jamaican Self Help*

As part of a field trip course on development in Jamaica, the student produced executive summaries of the articles assigned to the class that addressed current issues of development in Jamaica. The host reported that the work was comprehensive, informative and well written. The summaries are being used by local staff and board members to inform them of the current academic work about development in Jamaica, where they support development projects. These summaries may also be a part of local education programs fostering an understanding of North-South global forces and their interconnectedness. The student felt that providing these summaries to the host ensured her academic success and prepared her well for her field trip. She also noted that the experience with the course and the Community-Based Education Program made an impact on her choice of graduate studies.

Example of a non-research project from June 2006 to May 2007

Pregnancy and Nutrition Handout, *Kawartha Community Midwives*

With numerous requests from midwife clients for straight-forward, easy-to-read and up-to-date nutritional information, a CBE project was born. Three nursing students researched and designed a handout that included information about nutrients and their function, best food sources, and lists of community and academic resources. During the course of the project, increased media coverage about fish consumption and pregnancy encouraged the students to develop a second handout. The 'Pregnancy,

Nutrition and You' and the 'Fish Consumption and Food Safety' handouts are available for general distribution and are used by staff during client appointments.

Example of a short-term project from June 2006 to May 2007

Turtles in Care, Kawartha Turtle Trauma Centre

Two students worked with the first-time host for 20 hours to clean out turtle pens and feed convalescent turtles. One student continued to volunteer with the organization after completing his service-learning project. As a first-year student, he expressed interest in being involved with the CBE Program next year. The host supervisor reported that as a result of involvement with the project, there was a realization that the organization needs to develop a volunteer program, which may become a CBE project in the upcoming year.

Immediate project impacts reported by hosts:

Contribution of knowledge to future planning;
building the case for prospective funders;
insights into working with youth and volunteers.

Dissemination², Knowledge Mobilization³ and Profile-Building

In addition to individual CBE project deliverables of at least 60 student-led presentations, reports and other new resources for Peterborough and Haliburton Counties, the TCCBE and local community partners hosted the first annual *Doing Our Homework Forum* in March 2007. Focussing on the environment, organizational development & evaluation, history & heritage and diversity & advocacy, the Forum was an event for student researchers, CBE project hosts, academic supervisors, other researchers, policy makers, educators, interested citizens, organizations and businesses in the Peterborough and County region to come together, share research findings and collaborate on projects. Attended by 40 participants, feedback indicated interest in an even more collaborative 2008 Forum.

Our service delivery partner, U-Links, hosted the sixth annual *Celebration of Research* in March 2007. Student research projects conducted in Haliburton County were showcased along with three issue-based breakout sessions. Like the *Doing Our*

² Dissemination: the sharing of the knowledge that has been created and gathered by the TCCBE and U-Links.

³ Knowledge Mobilization: the use of created and gathered knowledge to affect healthy, community-based change in Peterborough and Haliburton communities and beyond.

Homework Forum, the *Celebration* event was well received with requests to continue the interactive annual event.

“What did you learn (skills or otherwise) through your participation in the Forum?”

- Different modes of conducting research to address needs
- Confirmation of the necessary dynamic between “The visionaries and those that live with the issues”
- The importance of involving different partners to ensure different perspectives
- Relevance of many issues I’m involved in (teen parents, bullying, at-risk youth) can be enhanced by further research

Participant experiences: Doing Our Homework Forum 2007

Provincially, the TCCBE was instrumental in the formation of an Ontario Network for Community Service Learning. Participants in two feasibility meetings indicated an interest in forming a network in two areas: a) program and service delivery and b) systems change and sustainability. TCCBE staff will host the first teleconference meetings for each of the two interest streams before the end of October.

Nationally, Todd (TCCBE Executive Director) participated on the Organizational Development Committee of the Canadian Alliance for Community Service Learning (CACSL) and this summer agreed to sit on the CACSL Steering Committee for a two-year term. As in all of our partnerships, the TCCBE contributes what leadership it can while gaining knowledge and participating in the shaping and sustainability of community-academic partnerships locally, regionally, provincially and nationally.

Sustaining Our Work

With the completion of the 2007-10 strategic plan, we intend to create a business plan and implement an already developed fundraising plan beginning this fall. Although J.W. McConnell Family Foundation funding has been earmarked until 2010 and Trent University funding promised until 2014, the TCCBE and its partners recognize that current and future levels of funding are not enough for implementing an ambitious strategic plan. With this in mind, we will be pursuing strong relationships and resource-strengthening agreements with diverse partners in 2007-08.

Financials⁴

Statement of Financial Position

TRENT CENTRE FOR COMMUNITY-BASED EDUCATION INC.

STATEMENT OF FINANCIAL POSITION As At May 31, 2007

	2007	2006
	\$	\$
ASSETS		
Current		
Cash	12,095	57,187
Accounts receivable	-	845
Prepaid expenses	883	180
Total Assets	12,978	58,212
LIABILITIES AND FUND BALANCE		
Current Liabilities		
Accounts payable and accrued liabilities	17,713	6,787
Deferred contributions - Note 3	-	51,425
	17,713	58,212
Fund Balance		
Unrestricted	(4,735)	-
Total Liabilities and Fund Balance	12,978	58,212

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

Tim J.F. Nicholls
Chartered Accountant

⁴ Complete copies of the audited financial statements are available upon request.

Statement of Operations and Changes in Fund Balance

TRENT CENTRE FOR COMMUNITY-BASED EDUCATION INC.

STATEMENT OF OPERATIONS AND CHANGES IN FUND BALANCE For The Year Ended May 31, 2007

	2007 \$	2006 \$
Revenue		
Grants		
Trent University		
McConnell Foundation	193,417	220,417
ICOR	30,000	30,000
Teaching and Learning	48,250	38,000
Government of Canada	2,480	-
Trillium	-	9,925
Other	2,748	2,054
Total Revenues	276,895	300,396
Expenditures		
Board/Committee supplies and expenses	3,453	2,660
Planning and development professional fees	-	3,263
Training and professional development	6,772	2,504
Staff travel and accommodations	6,397	7,065
Project and placement supplies and expenses	-	539
Program participant supports	747	1,338
Program delivery tools and materials	511	1,155
Special events	-	3,127
Marketing and promotion	6,493	6,037
Salaries and benefits	176,873	111,350
Resource centre	822	4,915
Telephone, internet and network	1,578	2,189
Office equipment and furnishings	11,163	5,308
Office supplies and expenses	4,732	3,360
Rent	4,417	-
Accounting and audit	3,342	3,521
Administrative professional fees	20,470	810
Insurance	2,148	1,994
Purchase of service payments - Note 4	83,337	78,758
Payment to COIN	-	9,088
Total Expenditures	333,055	248,971
Excess (Deficiency) of Revenues Over Expenditures Before Other Item	(56,160)	51,425
Other Item		
Recognition (Deferral) of Contributions From Trent University - Note 3	51,425	(51,425)
Excess (Deficiency) of Revenues Over Expenditures For The Year	(4,735)	-
Fund Balance, Beginning of Year	-	-
Fund Balance, End of Year	(4,735)	-

Tim J.F. Nicholls
Chartered Accountant

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

TCCBE Leadership (as of May 31, 2007)

Board of Directors

Todd Barr (Ex-officio), David Berger, Marie Gage (President), Janet Greene (Secretary), Blane Harvey, Clifford Laking, Mary-Ann Meagher (Treasurer) Pat Newson, Karen Oster, David Poole (Ex-officio), Debra Soule

Community Advisory Committee Peterborough County (CBE Peterborough)

Ken Blinkhorn, *Member at Large*

Alan Brunger, *Department of Geography, Trent University*

Cate Henderson, *Peterborough Green-Up*

Heather Kenny, *Rainbow Tallgrass Prairie Restoration Project*

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

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

Val Bishop, *Member at Large*

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

Jack Brezina, *Member at Large*

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

Bill Obee (Chair), *Member at Large*

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

Lisa Schell, *Councillor, Municipality of Minden Hills*

Norm Thomas, *Member at Large*

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

TCCBE Staff

Todd Barr (Executive Director), Adam Guzkowski (Projects Coordinator), Tammy Rogers (Administrator), Kelsey Wetering (Student Intern), Barb Woolner (Projects Coordinator)

U-Links Staff

Kate Hall (Director), Heather Reid (Program Coordinator)

Appendix 1: Completed CBE Projects with Trent University – June 06 to May 07

Project Name	Organization	Student(s)	Professor	Department
TCCBE				
Masquerade des Arts	Art Gallery of Peterborough	Amanda Lina, Sarah Gallen, Jon Spence, Mary McBride, Amelia Duncan, Evelyn Runions	Davina Bhandar	Canadian Studies 100
Cook with Us	Bridge Youth Centre/Kawartha Youth for Christ	Jennifer Kennedy, Katelyn Friendship	Paula Anderson	Environmental Resource Science/Studies 334H
The Dickson Mills Heritage Conservation District	City Of Peterborough – Heritage and Culture Division	Curtis Shane, Marisa Bosa	Susan Wurtele	Geography 470
Creating a not-for profit Corporation	Community Living & Casa de Angelae	Amelia Patterson, Giuseppa (Josie) Mancuso	Marg McGraw	Women's Studies 443
Anti-Racism: Theory to Action	Community Race Relations Committee	Zahra Murad	Davina Bhandar	Canadian Studies 482H
Indicators of Racial Discrimination	Community Race Relations Committee	Hussan Syed, Andres Salazar	Chris Beyers	International Development Studies 422
Elders Gathering Support	Elders and Traditional Peoples Gathering Committee	Scott Hilditch, Jonathan Pinto, Ashley Bateman	Davina Bhandar	Canadian Studies 100
Best Practices for Environmentally Friendly Events	Festival of Trees	Amanda McLachalan, Jonathan Lockyer, Rein Tammemegi, Emily Brady	Paula Anderson	Environmental Resource Science/Studies 334H

Project Name	Organization	Student(s)	Professor	Department
Greening of the Festival	Festival of Trees	Jessica Shaw, Erin Ramsay, Kimberly Reid, Matt Wright, Amberlyn Bishop, Rebecca Nichols, Jason Butcher, Scott Robertson, Karini Munusami, Scott Cecchin	Davina Bhandar	Canadian Studies 100
Community Meal and Community Building	Food Not Bombs	Alee Armstrong, Liam Higgins, Eric Jeffery, Nichol Keenan, Emily Kulpaka, Mallory Leger, Haley Letch, Bobby Macnab, Melissa Martin, Ian McIntosh, Kyle McIntosh, Emily Perry, Kyle Rivard, Randall Jeff Sakaluk	Davina Bhandar	Canadian Studies 100
Indigenous Women's Conference Support	Indigenous Women's Conference Committee	Vicky Thompson, Angie Stachura, Mary Hoffman	Davina Bhandar	Canadian Studies 100
Development in Jamaica – Executive Summaries	Jamaican Self-Help	Krista Wray	David Morrison	International Development Studies 385H
Research Manual of Development Issues in Jamaica	Jamaican Self-Help	Laura Rossiter	Nadine Changfoot	Political Studies 487
Nutrition Requirements for Pregnant and Breastfeeding Women	Kawartha Community Midwives	Rabia Ishaq, Cara Rankin, Stephanie Wood	Irene Swinson	Nursing 302
Food Bank Warehouse Support	Kawartha Food Share	Robin Hutcheon, Andrea Lapp, Rachel Truant, Kristine Wiman, Shannon Moore	Paula Anderson	Environmental Resource Science/Studies 334H

Project Name	Organization	Student(s)	Professor	Department
Thanksgiving Food Drive	Kawartha Food Share	Dan Ridout, Rob Delahey, Samantha Crowley	Davina Bhandar	Canadian Studies 100
Food Bank Warehouse Support	Kawartha Food Share	Drew Pinto, Kristen Gage, Megan Millette	Davina Bhandar	Canadian Studies 100
Cultural and Oral Histories of Counties in the Lakeland Cottage Country	Kawartha Heritage Conservancy	Jessica Davidson	John Wadland	Canadian Studies 204
Cultural Heritage Inventory of Cavan-Millbrook-North Monaghan Township	Kawartha Heritage Conservancy	Sasha Sztajdocher, Erin Springate	Steven Tufts	Geography 470
Farming Statistics of the Eastern Greenbelt	Kawartha Heritage Conservancy	Matthew Hubert, Alexandra Hume, Jonathan Lockyer, Patricia Workman	Paula Anderson	Environmental Resource Science/Studies 334H
Helping Landowners Develop Property Management Plans	Kawartha Heritage Conservancy	Mike Petryk	Tom Whillans	Environmental Resource Science/Studies
Helping Landowners Develop Property Management Plans	Kawartha Heritage Conservancy	Pam Ruttan	Ian Attridge	Environmental Resource Science/Studies 425H
Diversity Gala	Kawartha Pine Ridge District School Board	Patricia Gordon, Kathleen Benbow	Marg McGraw	Women's Studies 387H
Equity and Diversity Calendar	Kawartha Pine Ridge District School Board	Jennilee Austria	Sally Chivers	Canadian Studies 482H
Equity and Diversity Literature Review	Kawartha Pine Ridge District School Board	Jennilee Austria	Sally Chivers	Canadian Studies 483H

Project Name	Organization	Student(s)	Professor	Department
International Women's Day Event Support	Kawartha Sexual Assault Centre	Kali Fitzsimmons, Amanda Sagriff, Jen Woodbeck, Alyson Burke, Christina Apparrone	Davina Bhandar	Canadian Studies 100
Workshop Facilitation and Manual Production	Kawartha Sexual Assault Centre	Natalie Craddock, Scott Dempsey, Lauren Woodhall	Paula Anderson	Environmental Resource Science/Studies 334H
Turtles in Care	Kawartha Turtle Trauma Centre	Melissa Pengilly, Gregory Allard	Davina Bhandar	Canadian Studies 100
Speakers' Bureau	Kawartha World Issues Centre	Candice MacCauley	Susan Wurtele	Women's Studies 482
Person's Day Breakfast	Kawartha World Issues Centre	Zach Foy, Mandi Batton, Erin Broderick, Kathryn Burns, Alexandra Levin	Davina Bhandar	Canadian Studies 100
Computers for Literacy	Learning Disabilities Association	Heather Bangery, Annessa Stillman, Stephanie Meleady, Kelly Salamanchuk	Davina Bhandar	Canadian Studies 100
Summary and Assessment of Food Security Resources	Meal Exchange (Trent Chapter)	Ashley Black, Jean Haley	Paula Anderson	Environmental Resource Science/Studies 334H
Trick or Eat	Meal Exchange (Trent Chapter)	Valerie Ney, Jacqueline Paul, Elizabeth Quinlan-Keetch, Jeremy Schock, Timothy Shah, Ashley Allen, Dana Halladay, Rachel Holmes, Justin Hubbard, Kayla Mantle, Emily McKinney	Davina Bhandar	Canadian Studies 100
Audio Recording	Ontario Audio Library	Sandra Martin, Jessica Hill	Davina Bhandar	Canadian Studies 100

Project Name	Organization	Student(s)	Professor	Department
Aquatic Invasive Species	Ontario Federation of Anglers & Hunters	Adam Challice	Tom Whillans	Environmental Resource Science/Studies 316H
Aquatic Invasive Species	Ontario Federation of Anglers & Hunters	Tasnova Khan	David Beresford	Biology 327H
Self-Evaluation Methodology	Ontario Public Interest Research Group	Brendan Bailey	Don McCaskill	Indigenous Studies 381H
Zine Expo Support	Ontario Public Interest Research Group	Jaimie Walker	Davina Bhandar	Canadian Studies 100
Are Peterborough's Public Spaces Accessible?	Ontario Public Interest Research Group & Sadlier House	Amanda Reid, Trisha Pearce	Susan Wurtele	Geography 470
Biophysical Inventory of a Wetland	Otonabee Region Conservation Authority	Sarah Hogg	Tom Whillans	Biology 491H
Red Ribbon Campaign	Peterborough AIDS Resource Network	Sarah Baker, Jenna Doherty, Michelle Gagne, Carly Hughes-Guest, Carly Leeper, Courtney Maracle, Michelle Pereira, Jeremy Schock, Jaclyn Simmons	Davina Bhandar	Canadian Studies 100
Active and Safe Transportation Routes: The Case of Two Peterborough Schools	Peterborough County-City Health Unit	Monique Gerrits, Laura Jackson, Breanne Johnston, Michelle Kay, Joanne Wytka, Robert Stewart, Julia Rees, Ashley Ceci, Matt Kennedy	Susan Wurtele	Geography 470

Project Name	Organization	Student(s)	Professor	Department
Best Practices for Parenting Peer Support Groups	Peterborough Family Resource Centre	Kudzai Ushe, Miroslava Bulshtein	Chris Beyers	International Development Studies 422
Internet Assistant	Peterborough Public Library	Guaytari Sockalingam, Alicja Zenczykowska, Bailey Timmons, Kristina Cruysen	Davina Bhandar	Canadian Studies 100
Central Ontario's Rice Lake Plains Tallgrass Prairie Restoration Site Curriculum Field Trip Kits for Grade Seven and Nine	Rainbow Tallgrass Prairie Restoration Project	Laura Patterson, Alison Pechloff, Sarah Whitney, Nichole Yarrow	Steven Tufts	Geography 470
Food Issues Education Plan & Workshop	Seasoned Spoon Cafe	Ashley Marshall	Paula Anderson	Environmental Resource Science/Studies 334H
Educational Forum on Terminator Seeds	Seasoned Spoon Cafe	Tamara Milloy	Paula Anderson	Environmental Resource Science/Studies 334H
Food Sourcing Relationships	Seasoned Spoon Café	Kaitlyn McGill	Paula Anderson	Environmental Resource Science/Studies 334H
Soupfest Fundraising Event	Social Planning Council & Trent Centre for Community-Based Education	Sayaka Yube, Amber Foster, Rebecca Lees, Miki Asai, Megumi Kawabara, Kaitlin Heffernam, Anna Kana	Davina Bhandar	Canadian Studies 100
Film Festival Support	Travelling World Community Film Festival	Graeme Bruce, Matthew Dow, David Gaherty, Amanda Kloeze, Alex Michitsch, Catherine Phillips, Zafarbek Shamsutdinov, Jaime-Marie Sidler, Greg Whitfield, Eric Young	Davina Bhandar	Canadian Studies 100

Project Name	Organization	Student(s)	Professor	Department
Artist Study	Trent University Art Collection	Jessie White	John Wadland	Canadian Studies 481
The Feasibility of an Alumni Survey at Trent University	Trent University Career Centre	Joshua Annett, Matthew Beatty, Amy Brunsveld, Shannon Killham, Janice McIntyre	Steven Tufts	Geography 470
Program Promotion and Resource Centre Organization	Trent Centre for Community- Based Education	Jordan McFadden, Scott Morrison, Marjan Sadro, LindsayAnn Voldock	Davina Bhandar	Canadian Studies 100
Client Demographic and Community Awareness of Continuing Education at Trent University	Trent University Continuing Education	Lauren Cooper, Leigh Little, Sarah Fee	Steven Tufts	Geography 470
Key Indicators of Failure	Trent Radio	Lily Mills	Ray Dart	Business Administration 482
World Food Day and Food Issues Broadcasts	Trent Radio	Moira Kennedy, Joelle Levesque	Paula Anderson	Environmental Resource Science/Studies 334H
Volleyball Initiative - Evaluation and Action Plan for Public Attendance	Trent University Athletics	Gillian Kunza	Ray Dart	Business Administration 482
Assessment of Workplace Awareness	United Way	Anita Hayford, Kristen Falcioni, Rachel Truant	Chris Beyers	International Development Studies 422
U-Links				
Generations of Settlement	Canning Lake Association	Jennifer Glover	Susan Wurtele & Steven Tufts	Geography 470
Importance of the Built Environment as a Social Indicator of Health	Communities In Action Committee	Amanda McLaughlan, Jennifer Robus	Susan Wurtele & Steven Tufts	Geography 470

Project Name	Organization	Student(s)	Professor	Department
Advocacy for Community Care Clients	Community Care Haliburton	Alison McLaren	Edgar-Andre Montigny	Canadian Studies 477
Evaluating a Program for Cancer Survivors	Cottage Dreams	Erin Chreptyk, Julia Fryer	Chris Beyers	International Development Studies 422
Waste and Green House Gas	Environment Haliburton	Moira Kennedy, Marielle Weeks, Melissa Simpson	Stephen Hill	Environmental Resource Science/Studies 310
Attitudes about Green House Gas	Environment Haliburton	Kristy MacMillan, Dimitri Stathopoulos	Stephen Hill	Environmental Resource Science/Studies 310
Aggregates Inventory	Environment Haliburton	Kristy MacMillan, Emily-Ann Davis	Tom Whillans	Environmental Resource Science/Studies 316
Natural Heritage Planning	Haliburton Highlands Land Trust	Leanne Chase, Stuart McPherson	Tom Whillans	Environmental Resource Science/Studies 316
Best Practices for Trails	Haliburton Highlands Trails and Tours Network	Chris Kelly	John Marsh	Environmental Resource Science/Studies 383
Economic Impact of Trails	Haliburton Highlands Trails and Tours Network	Nhien Nguyen	John Marsh	Environmental Resource Science/Studies 383
Hike Haliburton Festival	Haliburton Highlands Trails and Tours Network	Tyson Farrell, Pranav Trivedi	Davina Bhandar	Canadian Studies 100
Implementing a Lake Plan	Kennisis Lake Cottage Owners Association	Katie Garrah	Eric Sager	Environmental Resource Science/Studies 351

Project Name	Organization	Student(s)	Professor	Department
Boating on Kennisis Lake	Kennisis Lake Cottage Owners Association	Audrey Holden	Eric Sager	Environmental Resource Science/Studies 452
Lake Planning – Part Two	Kennisis Lake Cottage Owners Association	Katie Garrah	Eric Sager	Environmental Resource Science/Studies 452
Natural Shorelines	Kennisis Lake Cottage Owners Association	Christie MacIsaac, Mathew Vankoughnett, Todd Copeland	Eric Sager	Environmental Resource Science/Studies 452
Green Shorelines and Forested Areas	Kennisis Lake Cottage Owners Association	Lisa Devan	Eric Sager	Environmental Resource Science/Studies 452
Boat Houses and Shoreline Structures	Kennisis Lake Cottage Owners Association	Kyle Borrowman, Andrew Lowles, Sarah Couchie	Eric Sager	Environmental Resource Science/Studies 452
Community-Based Monitoring Programs	Kennisis Lake Cottage Owners Association	Kaitlin Breton-Honeyman	Eric Sager	Environmental Resource Science/Studies 452
Sewage Treatment Systems	Kennisis Lake Cottage Owners Association	Mathew Romaniuk, Derek Matheson	Eric Sager	Environmental Resource Science/Studies 452
Night Lighting	Kennisis Lake Cottage Owners Association	Jennifer Robus, Chris Murray	Eric Sager	Environmental Resource Science/Studies 452
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Communicating Science to Elementary School Children	Ministry of Environment	Erica McMullen, Sarah Burgess, Blake Bradley	Tom Whillans	Environmental Resource Science/Studies 316

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Assessment of Housing Needs	Point in Time	Carolyn Cameron, Ashlee Chatten	Marg McGraw	Women's Studies 443



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