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# **Humanities 101: A Community University Initiative at Lakehead University**

## **Operational Plan**

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*Developed by the Operational Planning Committee*

Chair:

Christina van Barneveld, Faculty of Education, Lakehead University

Members (in alphabetical order):

John Anthony, MSW student, Lakehead University

Lori Chambers, Chair, Department of Women's Studies, Lakehead University

Roger Delaney, Chair, School of Social Work, Lakehead University

Karen Farrier, Education, Administrative Officer, Lakehead University

Capt. Geoff Groves, Executive Director, The Salvation Army, Community & Residential Services

Ralph Kiessig, Financial Services, Manager, Treasury & Ancillary Funds Acct.,  
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Barbara Kucherka, Balmoral Center for Adult Studies

Gail Linklater, Support Services Coordinator, AIDS Thunder Bay

Bonnie Moore, Director of Development, Lakehead University

Dolores Wawia, Faculty of Education and Native Elder, Lakehead University

Also contributing ideas for the operational plan were the following community organizations(in alphabetical order):

Alpha Court, Canadian Mental Health Association, Children's Aid Society of the District of Thunder Bay, John Howard Society, Lakehead Social Planning Council, Northwestern Ontario Women's Center, Shelter House Thunder Bay, St Andrew's Dew Drop Inn, Superior Points Harm Reduction Program and Hepatitis C Mobilization Project (Thunder Bay Health Unit), Thunder Bay Coalition Against Poverty, Thunder Bay Indian Friendship Center, YES Employment Services Thunder Bay.

# 1. Summary

Humanities 101: A Community University Initiative at Lakehead University is a program that challenges the financial and social barriers to gaining a university-level education by assisting those individuals with a desire to learn overcome these barriers via a two semester course which focuses on the humanities. An exciting course is being developed which will both challenge and inspire students while at the same time assist them in managing potential barriers to learning. This is being accomplished by involving faculty, staff, students and service providers from the city of Thunder Bay in both the identification of potential barriers to learning and areas of academic interest.

Humanities 101: A Community University Initiative at Lakehead University will assist its students to overcome barriers to learning such as: transportation, child and adult care, hunger (provide a meal before class), and the cost of school supplies. Moreover, students will be afforded the same rights and privileges as other Lakehead University students; for instance, Lakehead University student cards, access to the library and sports facilities.

Finally, the goal of Humanities 101: A Community University Initiative at Lakehead University is to operate using volunteer help during the operational planning and operational implementation phases with operating costs generated from donated funds. Volunteers will provide Humanities 101 with teaching staff from the faculty and students of Lakehead University. Volunteers will also support fundraising and clerical help and will be comprised of volunteers from the Alumni, Faculty, Students, and Staff of Lakehead University and community members from the city of Thunder Bay.

# 2. Background

In 1998, two graduates of The University of British Columbia (UBC) had an idea. After reading “In the Hands of the Restless Poor”, by Earl Shorris, Allison Dunnet and Am Johal decided to try and bring this approach to education to the campus of UBC. They were successful. Tempered by Shorris’ approach, the program “offer[ed] non-vocational training that empowers students to use critical thinking in everyday life and inspire a passion for lifelong learning.” Further, the two UBC students realized that although those living in poverty in the Vancouver area may have had access to “skills-based” training, there was an absence of programming which provided an opportunity for university level learning. Consequently, after gaining funding, UBC Humanities 101 classes began with the goal of “provide[ing] university-level education to individuals with a passion for learning and knowledge, regardless of their economic situation or academic history.”

The UBC experience has proved to be a positive experience for both the students and volunteers of Humanities 101. As highlighted in a number of articles, this approach to education proved to be successful. Students not only gained a chance to have a university-level educational experience, but have since also gained employment or enrolled in postsecondary institutions full-

time after graduating from Humanities 101. For some, the experience is described as life changing, resulting in an increased value of self and a greater understanding of their world. Equally important, the volunteers have described their experience as both intellectually stimulating and personally rewarding. Again, resulting in personal and professional growth, they too seemed changed by the experiences.

“In the Hands of the Restless Poor”, by Earl Shorris was discussed in Harpers Magazine. In Shorris’ article, it is clear: When those living in poverty have a desire to learn and are exposed to the Humanities, the lives of those involved begin to improve. Consequently, this approach has a proven track record starting in “New York City’s Lower East Side” where Shorris started his program—called the Clemente Course—after an inmate in a women’s prison told him that the poor need ‘a moral alternative to the street’ in order to rise above their circumstances.

Like the founders of Humanities 101, while reading an article about this unique approach to adult education, Christina van Barneveld of the Faculty of Education at Lakehead University began to wonder: Could we develop this type of program at Lakehead? After discussing the article entitled “Humanities 101” in Readers Digest with colleagues, staff and students, it became clear by the interest/excitement expressed by all that the development of this program may be possible. Like all ideas whose time has come, the idea of Humanities 101 at Lakehead University generated great excitement and energy causing things to happen quickly.

The Operational Planning Committee for Humanities 101 was formed with the committee’s first meeting being scheduled for July 2004. It was determined, for this program to be successful it would require a joint effort between Lakehead University and the community of Thunder Bay. Consequently, a Master’s of Social Work graduate student, John Anthony, was enlisted to gather information from potential students and service providers in Thunder Bay in an effort to make the development of the program both inclusive and comprehensive. In addition, information and lessons learned from the UBC program were obtained.

The Operational Planning Committee realized there was no need to reinvent the wheel and that Humanities 101 at Lakehead University could build on the success of the UBC experience. Therefore, it was decided that like their western counterparts, the goal would be to establish a non-credit humanities course for those who are experiencing poverty and who have a desire to learn. Further, the committee members, being cognizant that poverty can place barriers which can interfere with a student’s pursuit of knowledge, took the UBC’s approach and made every effort to remove these barriers to learning. Consequently, the operational plan includes a plan for provision of transportation, assistance with child/adult care, a meal before class, written materials for class and other necessary school supplies for students.

Although the committee intended to be guided by the UBC’s experience of Humanities 101, the committee realized that they had to face the challenges and opportunities of developing a program which best meets the unique needs of their own community. Therefore, the organizing committee continued to seek advice from potential students, community service providers and volunteers in an effort to meet the needs of the students of Humanities 101 at Lakehead University.

This program has impacted greatly on the lives of many of its students in other communities. Our intention is to provide a high-level educational experience which has been missed due to student's life situation, like poverty. The benefits and influencing potential of the Humanities has long been recognized and is articulated by the Ohio Humanities Counsel:

The humanities are the stories, the ideas, and the words that help us make sense of our lives and our world. The humanities introduce us to people we have never met, places we have never visited, and ideas that may have never crossed our minds. By showing how others have lived and thought about life, the humanities help us decide what is important in our own lives and what we can do to make them better. By connecting us with other people, they point the way to answers about what is right or wrong, or what is true to our heritage and our history. The humanities help us address the challenges we face together in our families, our communities, and as a nation.

Through the sharing and the supporting of each other, both volunteers and students of Humanities 101 will benefit equally through their association resulting in a situation where we as a community can grow together.

### 3. Mission, Vision and Values

- a. **Mission** - The mission of Humanities 101: A Community University Initiative at Lakehead University is to remove barriers - like poverty – that would allow community members to participate in a university-level educational experience.
- b. **Vision** - In accordance with Lakehead University's vision, Humanities 101's activities are intended to serve and enrich our community through education. This includes both the University community and the community at large. To this end, the ultimate goal of Humanities 101 is to ensure that no community member with a love of learning and knowledge, is denied a university-level educational experience due to barriers, such as poverty.
- c. **Values**
  - i. **Belief in People**: Humanities 101 recognises that, in the absence of barriers, the individuals move towards their human potential. (*Roger to edit*)
  - ii. **Respect of Others**: Humanities 101 will conduct all of its activities in an open, supportive, trusting and inclusive manner.
  - iii. **Education**: Humanities 101 recognizes education as an intrinsic right of all people.
  - iv. **Community**: Humanities 101 acknowledges the necessity for collaboration between Lakehead University and the community at large.
  - v. **Democracy**: Humanities 101 supports the democratic process in all of its activities.

- vi. Self-determination: Humanities 101 recognizes the right and capacity of all people to choose their own life path.
- vii. Integrity: Humanities 101 supports both the professional and ethical standards as defined by Lakehead University.

## 4. Strategic Aims

- a. Humanities 101 will strategically advocate and promote this program as an educational vehicle.
- b. Humanities 101 will be proactive in making education accessible to those who have a love of learning and desire a university-level educational experience.
- c. Humanities 101 will involve the Lakehead University community through consultation, and sharing information.
- d. Humanities 101 will establish collaborative partnerships/relationships with service providers, community action groups and community agencies
- e. Humanities 101 will continuously work towards improving the quality of service and provide added value for the money used to supply services.
- f. The program will vigorously seek and develop funding sources.

## 5. Action Plan (See Appendix 1 for detailed action plan)

The Operational Planning Committee for Humanities 101 plans to develop a two-semester Humanities course offered by September 2005 (tentative implementation date). Twenty-five students will be enrolled at the beginning of each school year and will attend class for three hours once a week. Each class will commence at 6:00 p.m. and end by 9:00 p.m. Volunteers will teach classes and will be represented by the faculty and student body of Lakehead University. In addition, every effort will be made to assist students overcome the financial challenges to learning and attending class. Therefore, Humanities 101 is structured so the student incurs no cost except that of the time a student spends in class and dedicates to their studies. To achieve this goal, a multi-faceted plan, which includes two major stages, will be instituted.

### *Key points: Stage 1*

1. Formation of Operational Planning Committee
2. Operational Plan/Needs Assessment
3. Calculate costs (pilot project and full course)
4. Identify and pursue possible funding sources
5. Develop sub-committees
6. Develop volunteer base
7. Locate office space, equipment and supplies

*Key Strategies: Stage 1*

- 1) Generate mass interest in Humanities 101
  - a) Information packages and visits to community service providers
  - b) Involve alumni, faculty, staff and students at Lakehead University
  - c) Involve community members in Humanities 101
  - d) Advertising (posters; student, alumni and local newspapers and magazines)
  
- 2) Reduce cost wherever possible
  - a) Develop detailed business plan which supports the viability of the program
  - b) Identify funding – long and short term
  - c) Develop cost reducing ideas, e.g., donation of school supplies
  
- 3) Influence decision makers
  - a) Involve people with influence in program activities
  - b) Involve high profile people
  - c) Highlight community involvement
  - d) Highlight the benefits to Lakehead University and the community of Thunder Bay
  - e) Involve Lakehead University Alumni in Humanities 101

*Key points: Stage 2*

1. Forming Program Implementation Committees
2. Aggressive Recruitment of volunteers
3. Accessing Funding
4. Acquire office and supporting equipment
5. Develop curriculum
6. Develop schedules (volunteers and classes)
7. Prepare and conduct pilot course
8. Investigate and prepare risk management strategy (e.g., insurance, emergency manual, volunteer safety, dietary needs, childcare liability, criminal background checks)
9. Investigate options for using this course to bridge to the learning assistance program at Lakehead University, bridge into admission to Lakehead University, and link with programs at Confederation College

*Key Strategies: Stage 2*

- 1) Ensure Alumni, Faculty, Staff and Student's involvement
  - a) Targeting of volunteers from alumni, faculty, staff and student body
  
- 2) Advertising
  - a) Posters at school, student, alumni and local newspapers and magazines
  - b) Present course on Shaw TV and in local newspaper
  
- 3) Success of first course of Humanities 101
  - a) Careful selection for first students
  - b) High level of coordination of volunteers

- c) Continuous evaluation of volunteer and student needs
  - d) High level of flexibility in course development
- 4) Funding
- a) Identify new funding sources
  - b) Work towards reducing costs

## 6. Evidence of Need

In an effort to substantiate the need for the establishment of Humanities 101, three areas will be investigated. First, to determine whether there actually are potential students interested in attending Humanities 101 classes, it was decided to survey potential students at local human service agencies whose client population is represented by those living in poverty – in whole or in part. Then, the staff of these same human service agencies will also be surveyed. Again, in an effort to identify the need for Humanities 101 the agencies involved in surveying their clients will also survey employees.

## 7. Summary of Needed Resources

(See Appendix 2 for budget justification)

### *Pilot Course*

- One semester
- 20 students
- 1 class per week
- Time: 6:00 p.m. to 9:00 p.m.
- Total number of classes: 13

Pilot Course		
Student barriers	Transportation	\$3,900.00
	School supplies	\$1,261.00
	Child/Adult care	\$4,875.00
	Meals	\$2,600.00
Grad assistants	2 students	\$9,000.00
Printing	Student Handbook	\$50.00
	Class Handouts	\$234.00
Marketing	Posters	\$31.60
	Postage	\$78.40

Graduation ceremony	Meals	\$1,600.00
	Scrolls	\$40.00
	Hats	\$400.00
	Total	\$24,070.00

### *Full Course*

- 2 semesters
- 25 students
- 1 class per week
- Time: 6:00 p.m. to 9:00 p.m.
- Total number of classes: 26

Full Course (2 semesters)		
Student barriers	Transportation	\$9,750.00
	School supplies	\$1,577.00
	Child/Adult care	\$5,850.00
	Meals	\$6,500.00
Grad assistants	2 students	\$18,000.00
Printing	Student Handbook	\$67.50
	Class Handouts	\$292.50
Marketing	Posters	\$31.60
	Postage	\$78.40
Graduation ceremony	Meals	\$2,000.00
	Scrolls	\$50.00
	Hats	\$500.00
	Total	\$44,697.00

## 8. Funding Strategy

The funding strategy for Humanities 101 will be multifaceted involving targeting sources of funding which can provide funds for operating costs, materials that will lead to the reduction of operating costs, and services that will further contribute to savings. Ideally, the resources would be donated by funder who have a vested interest in the graduate of the Humanities 101 program. The Office of Development, the Director of Humanities 101 and the Office of the Dean



of Education will coordinate efforts to secure funding for the program.

Donations for this program will be made directly to the Office of Development and then forwarded to an account at the Faculty of Education. The account will be managed by the Office of the Dean of Education, in collaboration with the Director of the Humanities 101 program.

To stimulate interest in donating to Humanities 101, an ongoing campaign to raise public awareness will be conducted. The logic in this is: the greater value the University and the public put on the development of this new program, the more likely those who have both influence and resources are to support and be affiliated with Humanities 101. Because of this, there will be an ongoing campaign to keep Humanities 101 visible. Moreover, those with influence within the community of Thunder Bay and Lakehead University will be approached with information about the program and an effort will be made to involve these people in program activities and events. The Director of the program will coordinate with the the Office of Development, Lakehead University Communications Department and the Office of the Dean of Education on these tasks.

*Who is a potential funding source for Humanities 101? What can they contribute?*

A focused search will take place to identify those philanthropic persons, organizations, and foundations that have supported education in the past in the Thunder Bay area, the Province of Ontario and nationally. As more organizations are depending on donated funds to operate, fundraising efforts for Humanities 101 will focus on those sources of funding which have proven to be sympathetic and supportive of education. This will also result in not pursuing funding sources that other community charities now depend upon for their survival and are not related to education.

*Why is Humanities 101 a worthwhile program to support?*

The development of the public's perception of Humanities 101 will directly influence the program's fundraising capacity. Therefore, fundraising and communication strategies will occur in tandem during fundraising events. For example, for an event such as "Fill the Pack" at Lakehead University is used to acquire school supplies, communications activities will be conducted such as development of posters for the event, submitting articles for publication in the school newspaper, the Thunder Bay newspaper and Alumni magazine describing the event while also giving interviews to local media, e.g., CBC Radio and Thunder Bay Television News. Further all media sources will be invited to the events that lend themselves to such exposure. Therefore, communication as to *why* donation to Humanities 101 is a worthwhile program will be ongoing and will be seen as directly related to the program's ability to fundraise.

## 9. Ongoing Monitoring and Review.

Humanities 101 will have a multi-layered system of monitoring and review of all aspects of its operations. First, quarterly reports will be transmitted from the Director of the program to

the Dean of Education. Second, volunteer evaluation forms will be completed quarterly and will be reviewed by the Director who will develop a brief of all relevant material to be forward to the Dean of Education. Finally, all students will be requested to complete a program evaluation form at the end of each semester - although this will be done monthly during the pilot course. Again, this will be reviewed by the Director with a brief of all relevant material being forwarded to the Dean of Education.

In the management of financial resources, an annual audit will be performed by Lakehead University auditors.

Appendix 1  
Detailed Action Plan

The Operational Planning and Operations Implementation Committees for Humanities 101 plans to develop a two-semester Humanities course offered by September 2005. Twenty-five students will be enrolled at the beginning of each school year and will attend class for three hours twice a week. Each class will commence at 6:00 p.m. and end by 9:00 p.m. Volunteers will teach classes and will be represented by the faculty and student body of Lakehead University. In addition, every effort will be made to assist students overcome the financial challenges to learning and attending class. Therefore, Humanities 101 is structured so the student incurs no cost except that of the time a student spends in class and dedicates to their studies. To achieve this goal, a multi-faceted plan, which includes two major stages, will be instituted.

### **Stage 1 – Action Plan (May to December 2004)**

During the first part of the plan, the Operational Planning Committee will develop an operational plan, which will include a Needs Assessment. Some of the key questions to be answered during this stage will be: is there a need for this program; are the resources available to sustain Humanities 101 at Lakehead University (funding); do the faculty, staff, and students of Lakehead University support the development of this program; do community service providers working in the area of poverty support the development of Humanities 101 at Lakehead University; are there sufficient numbers of volunteers to maintain the program; and, do those living in poverty want to take part in this program in sufficient numbers to justify its development. In addition during this period the Operational Planning Committee will develop sub-committees to focus on key program development areas. Also, during this period, an office will be acquired where volunteer activities can take place. Finally, accessing funding will be one of the cornerstones to the success of Humanities 101. Consequently, a concerted effort to identify both short and long term funding will be a priority during this stage of programming and will most likely be on going for the life of the program. Therefore, funding sources will begin to be identified and pursued during this initial phase of the Operational Plan.

#### **Key points: Stage 1**

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#### **Key Strategies: Stage 1**

1. Generate mass interest in Humanities 101
  - ❖ Information packages and visits to community service providers
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  - ❖ Involve community members in Humanities 101
  - ❖ Advertising (posters; student, alumni and local newspapers and magazines)
2. Reduce cost wherever possible

- ❖ Develop detailed business plan which supports the viability of the program
  - ❖ Identify funding – long and short term
  - ❖ Develop cost reducing ideas, e.g., donation of school supplies
3. Influence decision makers
- ❖ Involve people with influence in program activities
  - ❖ Involve high profile people
  - ❖ Highlight community involvement
  - ❖ Highlight the benefits to Lakehead University and the community of Thunder Bay
  - ❖ Involve Lakehead University Alumni in Humanities 101
  - ❖ Present past success of program at other Universities

### **Sequence of Events: Stage 1**

- May 2004: direct graduate student to begin gathering information for first committee meeting (complete by July 15, 2004)
- June 2004: begin to phone local agencies, which represent different client groups of whom many live under difficult financial situations (graduate student). The purpose of these calls is to determine if local service providers are interested in participating in a survey of their employees and potential students for Humanities 101 . Also, this will help to generate interest in Humanities 101 (all calls should be made by July 14<sup>th</sup> - graduate student)
- June 2004: begin to identify funding sources (Start June 12<sup>th</sup>, 2004 - graduate student).
- June 2004: begin to gather information for Operational Plan June 13, 2004, to be presented to Organizing Committee chair for review by July 13<sup>th</sup>, 2004 – (graduate student).
- June 2004: begin to develop questionnaire for potential students and service providers to assist in determining whether there is a need for Humanities 101 from their perspective. Questionnaire will also try and identify possible barriers for students attending and/or learning. In addition, questionnaire will identify potential students course study preference. Present to Organizing Committee Chair for review by July 13<sup>th</sup>, 2004 – (graduate student).
- June 2004: make first contact with community service providers to share information about Humanities 101 and find out whether they are interested in participating in questionnaire. Make appointments for agency visits (phone). Further, information will be provided to service providers about the history of Humanities 101 (graduate student).
- June 2004: drop off Reader's Digest article about Humanities 101 at agencies one week before meeting. (Generate interest- June 22, 2004)
- June 2004: visit local service providers to see if they will participate in questionnaire and provide future support. (graduate student)

- June 2004: design poster for announcing questionnaire. With minor modifications, the poster will also be used to announce the commencement of Humanities 101 's first class. (complete by July 15<sup>th</sup> 2004 - graduate student)
- June 2004: research the policies and procedures for fundraising at Lakehead University (complete before July 15<sup>th</sup> 2004 - graduate student)
- June 2004: begin to identify potential funding sources. Present to Organizing Committee Chair for review by June 20 2004 - (graduate student)
- July 2004: first Operational Planning Committee meeting on July 15<sup>th</sup>
- July 2004: develop sub-committees on July 15, 2004. Each committee member will head a different area of responsibility for the implementation of Humanities 101 at Lakehead University. For example,

(1) **Fundraising:** This committee member would work to identify and secure funding for the operational costs. A team of volunteers will support the fundraising sub-committee head.

(2) **Volunteer Coordination:** this committee member will focus on the recruitment and coordination of volunteers. This will be one of the initial steps, as volunteers will assist all sub-committee members in completing tasks in their areas of responsibility. Further, later on, this committee member would also identify faculty and students for teaching.

(3) **Communications & Curriculum Development:** Clerical/record keeping/information gathering and dissemination of information: this member will maintain all written records, and receive all correspondence while also being responsible for public relations.

Course development: This committee member will be responsible for the development of class scheduling, photocopying of class material, coordination of subjects to be presented.

(4) **Finance:** This committee member will be responsible for the record keeping in the area of finances. Further, this committee will ensure the development of a financial management system which safeguards against the mismanagement of funds while also meeting any government requirements for the gathering and spending of donated funds.

(5) **Material Acquisition:** This sub-committee works towards securing donated materials such as school supplies, food, and transportation. Furthermore, the sub-committee will work at identifying/acquiring classroom space, and ensuring that any materials, equipment for classes has been made available.

(6) **Admissions:** This committee will ensure that all materials needed for admissions are in place before the beginning of the intake process. This would include admission forms, student handbooks, student tours, student identification and student selections for participation in Humanities 101 .

(7) **Committee Chair:** The Committee Chair will coordinate all sub-committee heads and will report to the Dean of Education.

- July 2004: begin to identify costs for operating Humanities 101 at Lakehead University. Present to Organizing Committee Chair for review by July 15<sup>th</sup> 2004. – (Graduate student)
- July 2004: complete questionnaires for community service providers and potential students Completed by July 18<sup>th</sup> 2004 after being approved by committee. – (graduate student)
- July 2004: make posters to be posted at service provider's agencies for attracting potential students to fill out questionnaire. Complete by July 21, 2004 after being approved by committee. - (graduate student)
- August 2004: deliver all questionnaires to potential students and service providers in the city of Thunder Bay. No later than August 10<sup>th</sup>, 2004, after questionnaires have been approved by Operational Planning Committee and have passed Lakehead University's ethical review process.
- August 2004: second Organizational Planning Committee meeting where sub-committees can discuss their strategies for their areas of responsibilities and committee business in general.
- August 2004: complete by August 30, 2004 gathering data from potential students and service providers in the city of Thunder Bay – (graduate student).
- August 2004: incorporate information gathered from questionnaires into Operational Plan.
- August 2004: continue to identify funding sources. Develop list of potential donors and relevant dates, e.g., deadlines for applying for funding, dates when funding is available. (Fundraising Sub-Committee, on-going)
- September 2004: third Organizational Planning Committee meeting. Sub-committee heads present their long-range plan for action in their area of responsibility. Set goals to be met by next meeting.
- September 2004: send out thank you letters to all agencies who participated in the questionnaire by September 15, 2004. Develop a mailing list for future program updates – (Communication Sub-Committee).
- September 2004: identify needed classroom resources: classroom availability/scheduling and equipment, availability at the time classes start. Completed by November 1, 2004 – (Curriculum Development sub-committee)
- September 2004: develop acceptance criteria/ process for the program, as there may be a large number of students applying for a limited number of seats. Also, need to develop an application form for potential students. This will also help to identify potential costs of each new class, e.g. the cost of childcare/adult care. Complete by November 1, 2004 - (Admissions Sub-Committee)

- September 2004: general survey of the faculty, staff and students of Lakehead University. The reason for this is to demonstrate that the school and all of its components support the idea of Humanities 101 being established at Lakehead University. This will also ensure that everyone at Lakehead University is aware of the program. Further, this may prepare all those mentioned to be more receptive when approached. This may also lead to some funding sources. This would also conclude the Needs Assessment portion of the Operational Plan. Some of the questions to ask: do you support the establishment of Humanities 101 at Lakehead, would you be interested in volunteering and in what capacity (have list)? Might they be interested in donating funds or school supplies? (survey given no later than September 30, 2004 – Grad-Student)
- September 2004: profile the story of Humanities 101 in school newspaper – how it came to be – what it intends to accomplish. Submit by September 15th for October issue – (Communications Sub-Committee).
- September 2004: continue to identify funding sources and acquire forms/information to apply for funding. Identify at least one person for committee who has some expertise in the area of fundraising. Complete by September 30<sup>th</sup> 2004 – (Fundraising Sub Committee).
- September 2004: develop volunteer application form. In what areas do potential volunteers want to volunteer? When are they available? How can they be contacted? What are their areas of expertise? Begin to develop by September 10, 2004 target date for completion by November 1, 2004 – (Volunteer Sub – Committee – seek examples as an outline)?
- September 2004: contact food suppliers at Lakehead to inquire whether they can assist in some way with the cost of meals and refreshments for students (refreshments for student’s breaks). Should contact relevant person by month’s-end. They may need some time to get back with an answer. (Material Acquisition Sub- committee - Money saved is money earned.)
- October 2004: fourth Organizational Planning Committee meeting. Report from sub-committee heads. What’s working – what’s not?
- October 2004: approach Lakehead University student union and see what assistance they may be able to provide - fact finding. (The student union may be able to ask the student body to pay a few more dollars of tuition, which would go to Humanities 101 – they may put it to a vote. This could represent some Core Funding). Approach before October 15, 2004. – (Fundraising Sub–Committee)
- October 2004: approach faculty for payroll deductions – fact-finding. Possible Core Funding. Approach faculty before October 20, 2004 – (Fundraising Sub–Committee)
- October 2004: approach alumni association for support – maybe space to advertise for donations and volunteers in their magazines – fact-finding mission. Approach before October 30, 2004. – (Fundraising Sub–Committee).



- October 2004: begin recruiting members for the Operations Implementation Committee for Humanities 101 that will replace the Operations Planning Committee during the December monthly meeting at which time all members from both committees will attend this joint committee meeting. A call will go out to both Lakehead University and the Community of Thunder Bay. Begin looking October 5th, 2004. – (Volunteer Sub-Committee)
- October 2004: put up posters looking for volunteers to assist with sub-committee activities (Lakehead University). Committee members may consider approaching students they know to assist them in sub-committee activities. A minimum of six students should be recruited to assist each sub-committee head with committee activities. Students will also serve as sub-committee members. Both senior and junior students should be targeted for recruitment. Logic: junior students could volunteer for many years; whereas, if you use all senior students you may have to replace them annually. Put up posters on or before October 10<sup>th</sup>, 2004. – (Volunteer Sub-Committee/ all Sub-Committee Heads)
- October 2004: develop a system for how funds will be allocated to pay for costs incurred in running the program. Who is going to sign the checks and what will be the procedure for spending funds and what safeguards will be in place to ensure wise spending.
- October 2004: announce the “Fill the Pack” contest in the Faculty of Education where each class will be given the challenge of putting together the best out-fitted pack with school supplies (maybe get a trophy which can be displayed somewhere in the faculty of Education – yearly event – good public relations – bring in some local personality to judge or Dean of Education (this challenge may even be taken on by other departments) Also, this will be an excellent opportunity for volunteer recruitment for sub-committees. The announcement and details of the contest should be released to the Education Department no later than October 10, 2004. (Material Acquisition Sub-Committee)
- October 2004: start to approach different community groups for support, e.g., Rotary Club – fact-finding. Also, approach the City of Thunder Bay for support with the cost of public transportation (the City of Vancouver did help Humanities 101 with the cost of transportation.) The process as to how one approach the City and the Rotary Club should be no later than month’s end. (shared by Fundraising and Communication Sub-committees.)
- October 2004: research the process for getting student cards for students of Humanities 101 , which would allow for access to library and sports-complex by October 10, 2004. (Communication Sub-Committee)
- October 2004: as the registering process will probably be different for students what has to happen so students can access such things computers, i.e., login I.D. by October 15, 2004 (Communication Sub-Committee)
- October 2004: research the process for opening student accounts; wherein, students are able to use student cards to pay for meals. By using student cards to pay for meals there will be less need to handle cash money. In this way, a student’s account can have twenty dollars a week deposited for food (two meals). If only fifteen dollars are spent on food leaving five

dollars then the following week only fifteen dollars would need to be deposited in that students account. The cards would have to be setup to allow for purchases in the cafeteria to avoid misuse. Complete by October 30, 2004. (Communication Sub-committee)

- November 2004: fifth Organizing Committee meeting. Report from all sub-committee heads as to where they are in relation to the goals set in the last meeting. Again, set goals to be met by next meeting.
- November 2004: applications, which have been identified for funding, should be sent out while research for new funding sources should continue. Start by November 7, 2004 – (Fundraising Sub-Committee)
- November 2004: Volunteers assigned to different sub-committees. Sub-committee heads assign different tasks related to their area of responsibility. Further, these students can make appointments to speak to different classes about what Humanities 101 is attempting to do. Purpose: recruit volunteers – raise student body awareness – when we approach the student body in the future for support they will be more familiar with the program. Something should be done every month to keep the topic alive. Committee’s activities should have begun by November 30, 2004. (Fundraising and Communication Sub-committees)
- November 2004: first regular sub-committee’s volunteer meetings – effective way of communicating the same message to everyone – and, to get feedback from the volunteers. In the future there will be general volunteer meetings and meetings for volunteers from sub-committees. Meeting should be held at the end of November or early December. – (Volunteer Sub-Committee)
- November 2004: develop poster for major volunteer drive. As posters have already been developed there may be some minor wording changes and printing will be done. Posters should be ready to post by December 15, 2004. – (Communications Sub-Committee)
- November 2004: first major call for volunteers announcing that Humanities 101 will be looking to recruit in January (gives people some time to think about it and get their exams and holidays out of the way). State on the poster more information will be posted in January which will give all the details. All posters must be approved/stamped by student union before being put up. Put up posters December 18, 2004. – (Communications Sub-Committee)
- November 2004: again, Funding – Funding – Funding. (Fundraising Sub – Committee)
- December 2004: last committee meeting for Operational Planning Committee at which time they will meet with the newly formed Operations Implementation Committee for Humanities 101 . In the future, the holiday season may prove to be a good time for fund raising.
- December 2004: one of the first tasks of Operations Implementation Committee will be to develop sub-committees. The first should be the Fundraising sub-committee. As volunteers are already in place for all sub-committees, the Operations Implementation Committee only has to elect sub-committee heads. Sub-Committee Heads of the Operational Planning

Committee can bring new committee heads up to speed. These actions will not be necessary if members who are on the Operational Planning Committee decided to stay on with the Operations Implementation Committee and retain their sub-committee responsibilities.

- December 2004: throughout the months of December and January the Fundraising sub-committee will perform their annual exercise of identify all potential funding sources which they will develop throughout the year (see Fundraising Strategy). December 1 to January 30, 2005 – annual activity. – (Fundraising Sub-Committee)

## **Stage 2 – Action Plan (January 2005 to September 2005)**

Once need has been established, the second part of the Operational Plan would involve establishing the infrastructure of the program and conduct a pilot course, which will run for one semester. By defining required funding for the pilot project an aggressive campaign for volunteer recruitment will commence in January.

In addition, the acquisition of needed resources necessary for the program to begin would be acquired, e.g., office space for volunteer activity and supporting equipment, lecture hall, transportation (bus tickets for students), school supplies for potential students, arrangements made for student meals.

Furthermore, the recruitment of potential students would begin with the posting of posters in predetermined locations where potential students frequent. Further, during this period a schedule will be developed for all volunteer activities, student classes, and the purchasing of materials. In addition, community service providers and faculty with special knowledge in the area of poverty and adult education will give workshops for volunteers to help them enter this experience better prepared to assist students of Humanities 101 .

Next, a one semester pilot course will run through June, July and August 2005. As this is a new course to Lakehead University, Humanities 101 will run for one semester with twenty students although the goal is to eventually have the course operate for two semesters during the regular school year with twenty-five students enrolled. This will afford the volunteers and students of Humanities 101 to experience this new course without having to deal with the more hectic pace of campus during the regular school year, e.g., thousands more students on campus (may prove less threatening for the first group of students), faculty are often afforded more time during the summer to focus on new activities, Master students may have more time for tutoring, and it may be easier to access the different support services at Lakehead University. Further, the first group of students will not have to deal with the extreme weather, which can sometimes be present in the North during the winter (during the summer we can identify whether class times are in conflict with bus schedules which could be a real problem in the winter). This will be a good time to find out what works and what does not, develop and test curriculum. The students remaining at the end of the pilot course will be offered the opportunity to remain on for the first full course. This will have a number of benefits as most of the students of the first full class of twenty-five will be familiar with the campus and volunteers. Also, those students remaining in the program will be able assist new students ease into program. There also may be some saving in school supplies, as all those who chose to remain will not have to be out-fitted with the higher

priced items, e.g., packs. Also, students from the pilot course can become involved in such activities as providing tours of the University and peer support.

The first step to this process will be the forming of the Operational Planning Committee, which will be the guiding force for the program in its first six months. The key responsibility of this committee will be to develop a plan of operations for Humanities 101, which will be instituted by the second committee, The Operations Implementation Committees. Although the Operational Planning Committee's main responsibility is planning, as has been make clear, they will also be involved in some activities which will prepare the ground for the Operations Implementation Committees so they will enter a program that is active; in the process of receiving funding or at least seeking funding, have a small volunteer core in place and have some public awareness of the program. By taking this approach, the Operation Implementation Committees will join an organization which has momentum. Consequently, Operational Planning Committee activities will involve planning which included actions affording them the opportunity to test their plan and generate interest in their plan. By taking this approach, the Operational Planning Committee will surrender to the Operations Implementation Committees a plan which has taken life and not merely untested concepts.

### **Key points: Stage 2**

10. Forming Operational Planning and Operations Implementation Committees
11. Aggressive Recruitment of volunteers
12. Accessing Funding
13. Acquire office and supporting equipment
14. Develop curriculum
15. Develop schedules (volunteers and classes Humanities 101)
16. Prepare conduct pilot course

### **Key Strategies: Stage 2**

1. Ensure high level of Alumni, Faculty, Staff and Student's involvement
  - ❖ Targeting of volunteers from alumni, faculty, staff and student body
2. Advertising
  - ❖ Posters at school, student, alumni and local newspapers and magazines
  - ❖ Present course on Shaw TV and in local newspaper
3. Success of first course of Humanities 101
  - ❖ Careful selection for first students
  - ❖ High level of coordination of volunteers
  - ❖ Continuous evaluation of volunteer and student needs
  - ❖ High level of flexibility in course development
4. Funding
  - ❖ Identify new funding sources
  - ❖ Work towards reducing costs

### **Sequence of Events: Stage 2**

- January 2005: Operations Implementation Committee meeting. Sub-committee reports. What has been the progress up to this point in all areas? What new ideas have people had over the winter break? Make changes to strategies as required. What is working and what is not? Where is the funding at this point?
- January 2005: acquire office somewhere on campus for Humanities 101 activities – phone – computer – place for mail to go – provide an address – location where people seeking information about program can go (office staffed by volunteers). Office should be found no later than January 20, 2005. – (Material Acquisition Sub-Committee)
- January 2005: first external news release. Thunder Bay News. Also could have someone go on Shaw Cable and talk about the program – maybe phone in. (Communications – Sub-Committee)
- January 2005: although volunteers have already been identified for sub-committees there will now be a concerted effort to recruit volunteers to fill all positions – posters - student paper – mass e-mail. Equally important, we will advertise for volunteers in the alumni magazine. This may also be a source for locating funding. In this way we bring the community, alumni, faculty, staff, and students together on one project. All actions and contacts should begin no later than January 15, 2005. (Volunteer and Communications Sub- Committees)
- January 2005: investigate whether there are any special concerns around liability - is there a need for some type of insurance for committee members and volunteers in the case of lawsuits? Operations Implementation Committee may want to consider talking to a lawyer about this. One strategy may be to recruit a lawyer to sit on the committee as a real time/cost saving measure – this topic should be discussed no later than the committee meeting in February 2005.
- January 2005: although we have the “Fill the Pack” in the fall there should be a special event developed for the winter term. One idea would be a small drive for winter clothes. As our students will be both very poor and traveling by bus, there will be a need for protective clothing. This may pose a barrier to attending class. This would have to be done with great sensitivity once Humanities 101 students were on campus. One way would be to have student volunteers go right to classes and make a request for winter clothing. All surplus clothing could be donated to shelters. This would again keep the program in the minds of others at the university while at the same time assisting students. (Material Acquisition Sub-Committee)
- Idea – get small statue of the “Thinker” we can have a wooden base attached to put the name of the winning class on each year– this can be the trophy for the “Fill the Pack” contest. We can add a little knitted hat and scarf to match our logo. It seems appropriate for a university – interesting – eye-catching – eccentric
- February 2005: Operations Implementation Committee’s meeting. Reports from sub-committee heads.

- February 2005: begin to develop Student Handbook for Humanities 101. Completion date no later than May 1, 2005. – (Communications Sub-Committee)
- February 2005: a system for contacting all volunteers with information up dates should be put into place, e.g., e-mail mass mailing. (Communications Sub-Committee)
- February 2005: begin to develop ideas for at least one field trip for students during pilot class Possibly Magnus Theater –contact the theater for discounted tickets or free admission and a possibly a tour of the theater for the students of Humanities 101. Contact Magnus Theater no later than November 15, 2005 – fact finding. (Curriculum Sub-Committee)
- February 2005: first major volunteer meeting. This will include all committee members, sub-committee volunteers and new volunteers. Ask Volunteers to bring a friend to hear about Humanities 101 – if possible refreshments should be provided – if possible bring in a high profile speaker (Dr. Gilbert). Maybe also invite all faculty heads, head of student union and the University Senate. We could also invite local politicians. (This will be more of a PR exercise/welcoming to volunteers). This will have great strategic potential – if those with power can see great interest expressed by the student body, the program will receive support. With that being said the next volunteer will be more about the business of the course. In the future, a volunteer appreciation event can be held which will invite the same type of people while at the same time affording the opportunity for honoring volunteers. Should start planning event by February 1, 2005 to have event by month's end. (Volunteer and Communication Sub-Committees for organizing event – Material Acquisition Sub-Committee should work on acquiring refreshments and light snacks - donated if possible.)
- February 2005: develop certificates for students who complete Humanities 101. As this is going to be a great moment for all involved, it would be nice if these documents can be impressive, e.g. same paper and design as a Lakehead degree although clearly indicating that these are certificates. Should consider providing frames. Start looking into the development of certificates no later than November 5, 2004 have something to present to the Operations Implementation Committees for March regular meeting. (Curriculum Sub-Committee).
- February 2005: develop protocol for the payment of childcare for students. Questions to be answered: what is the going rate for childcare – are there any liability issues around the issue of providing funding for childcare. Start investigation by November 5, 2004. Present findings Operations Implementation Committees at March regular meeting. (Finance Sub-Committee)
- February 2005: if the funds are available for the pilot course the recruitment of students could begin. This would start with posting announcements at supporting community agencies – poster would have contact number (for the pilot course we may consider going directly to the agencies and asking if they can inform those students they believe most likely to succeed as they may be better qualified to determine suitability – this point may need to be discussed by the complete Operations Implementation Committees during the March meeting). During the month of February the Communication Sub-Committee would ensure that everything was in place – a telephone number where students can respond to posters announcing the course – posters are made – agencies are forewarned that the announcement will soon be made - all



these things should be in place before month's end and presented at the March Operations Implementation Committee's meeting.

- February 2005: begin to develop curriculum to use in class. This would involve those professors and graduate students who will volunteer to teach - Rough Idea (get them thinking about it). Call all identified volunteers in this area and ask them to submit a class/course outline by March 30, 2005. (Curriculum Sub-Committee)
- February 2005: some volunteers could begin to work on a student handbook for Humanities 101. Completion date April 1, 2001. To be presented at Operations Implementation Committee for approval. (Curriculum Sub-Committee)
- February 2005: if the "Fill the Pack" contest has not supplied all the needed material for the first group of students and funds are available to purchase school supplies required by students for pilot course, they should be purchased (in the future this should be done in early September, which is the time of the year when there would be the greatest savings). This could be done at a later date but it is time to put it on the list of things to do. Also, could approach the University Book Store, which may be able to help with some supplies. All supplies should be acquired my no later then March 15, 2005. (Material Acquisition Sub-Committee)
- February 2005: although this is unlikely, volunteers may be faced with some of life's serious challenges through their contact with students of Humanities 101, e.g., a student with AIDS dies while enrolled in the program or volunteers come to understand the truly difficult lives the students are living. Some volunteers may need some guidance in dealing with these types of situations. Because of this, a plan should be in place in case a crisis arises in this area. We may consider having a number for volunteers to call if they begin to struggle with any situation related to their volunteer experience. Talk with the counseling department at the University – an emergency response policy should be in place by April 1, 2005. (Volunteer Sub-Committee.)
- February 2005: develop a handbook for volunteers – short booklet. There should be an ethical conduct component to the handbook by April 1, 2005. (Communication Sub-Committee).
- February 2005: development of protocol for asking someone to leave the course – who will decide – what steps to follow – liability issues – what reason would call for someone being asked to leave the program – should students be forewarned. An example of a rule may be: long periods of absenteeism without notifying course officials may result in the student being asked to leave the course. Developed before April 1, 2005. (Operations Implementation Committee).
- February 2005: develop a confidentiality form that all volunteers would be required to sign. As all volunteers have the potential to come into contact with highly sensitive and personal information about students in Humanities 101, a short form should be developed to acknowledge the need for confidentiality. A form should be developed by April 1, 2005 –

there are many such forms available that can be used as a template. (Volunteer and Communication Sub-Committees).

- March 2005: Operations Implementation Committees meeting. All sub-committees will make a report as to their progress in their areas of responsibility.
- March 2005: bring in community service providers to talk to volunteers to help them gain some insight into the struggle some of their potential students are facing (many have already volunteered to do so). This should be an annual event. Communication and Volunteer Sub-Committees should start to contact service providers – arrange for a room and any equipment that may be necessary for presentations. A date should be set for no later than April 15, 2005 for presentations.
- March 2005: begin to develop volunteer schedule for classes, professors, and tutoring. This way we will be able to identify conflicts early. Also, designate some volunteers as substitutes to cover for illness and other unforeseen situations. Idea - tutors may be able to work out of Humanities 101's office. This way a student can phone in questions, as students may not be able to come to the university on days they do not have classes (cost). (Curriculum Sub-Committee [the reason for the choice of this sub-committee is to spread the work around while keeping in mind this committee has already had some contact with this group. Also, this way it will be easier to coordinate the curriculum and the schedule of teaching volunteers]).
- March 2005: put up poster requesting items that graduating students may want to donate – packs, paper, pens, binders - maybe set up a drop-off bin. Storage may be a problem. Bin in place by April 1, 2005. Posters put up by March 15, 2005. (Material Acquisition Sub-committee and Communications Sub-Committee.)
- March 2005: identify volunteers to take Humanities 101's students on a tour of the campus. The first tour may be done one-on-one as new students may feel more at ease moving around the campus for the first time in this manner. If funds are available the volunteer may take the new student to the cafeteria for lunch. Also, important to remember to send return bus fare for the tour to the new student as they may not have the funds. All volunteers should be in place and dates set for tours by April 15, 2005 – tours must take place before the first day of class. (Admissions – Sub-Committee.)
- March 2005: School Newspaper – one last story for the regular school year about the program. Maybe requesting Volunteers for the next school year. (Communication Sub-Committee)
- March 2005: ensure that student information packets are in the process of being completed: application form, and student handbook. Also, ensure that all school supplies, means of acquiring transportation and meals for students are in place. Every thing should be in place before May 15, 2005. (Admissions and Material Sub-committees.)



- March 2005: ensure funding and volunteers are in place for pilot course prior to calling for students. Funding for: childcare, transportation, food, school supplies, and printing; volunteers: Professors, Tutors and Support Staff by March 1, 2005. (Operational Implementation Committee Chair)
- March 2005: revisit all local participating service providers and inform them posters will be up in the next two weeks. This will give them some time to let their clients know and remind them about Humanities 101. Also, a good time to find out if agencies have realized any concerns or maybe have some more ideas which may assist in the development of the program. It is also an opportunity to help service providers to again feel included in the process. All contacts should be made before March 15, 2005 – after receiving green light from Operational Implementation Committee Chair to proceed. (Admissions Sub-Committee)
- March 2005: hang posters at local agencies announcing that Humanities 101 is looking to recruit students. A number will be given where potential students can telephone to receive more information. Also, application forms can be left at local agencies (some students may choose to involve their worker in this process which may ensure the selection of suitable students for the first class and thus may help to lead to a high graduation rate for the first class. (Again, this is something to be decided: for the pilot class shall service providers select from their clients they believe most likely to succeed or do all potential students have an equal chance of being selected?) Activities should be completed by March 28, 2005 – after receiving green light from Operational Implementation Committee Chair to proceed. (Admissions Sub-Committee)
- April 2005: Operational Implementation Committee's meeting. All sub-committee heads will make a report as to their progress in their areas of responsibility. A process for having an emergency committee meeting should be put in place particularly during the period when the pilot project is running. In this way, if major decisions have to be made which require the committee they can be made quickly.
- April 2005: develop a checklist of all things that must be in place before classes can begin and who will be responsible to see these things are in place (Operational Implementation Committee - meeting).
- April: begin to accept people into the program. This should happen no later than the first week of April. All students of Humanities 101 will have to complete an application form – this will give a clearer picture of cost, e.g., childcare. Further, two groups of students will be identified. The first will be for the pilot course; whereas, the second group will be for the two-semester course run in September. It will have to be explained to the September group (2 semesters) that no more than five seats will be available although there could be more depending on the drop out rate of the first group (1 semester). Also, it will have to be explained to the first group that the first semester is a pilot project and they will be invited to be the first students in the complete two-semester course. Also, explain that the pilot program will be for the purpose of refining the course therefore there could be changes made during the course. During this time, a waiting list will be developed for no shows, early dropouts

and those from the pilot project who choose not to continue after the pilot course has been completed. All admissions should be completed by no later than May 15, 2005. (Admissions Sub-Committee)

- April 2005: second major volunteer meeting (working meeting). This meeting can be used to inform all volunteers what is happening with the program, e.g., start date, committee and sub-committees activities. This can also be an opportunity to get feed back from volunteers – ideas and concerns. Attended by all Operational Implementation Committee members – the meeting should be held no later than April 30, 2005. (Organized by Volunteer and Material Acquisition Sub-Committees)
- April 2005: develop volunteer program assessment forms for annual volunteer assessment of the program and for feedback although during the pilot project assessments will be ongoing. completed no later than May 15, 2005. (Communication Sub-Committee).
- April 2005: develop student program assessment form (could use system and forms which are already in place at the university or use same one developed for volunteers of Humanities 101 with slight modifications). Completed no later than May 20, 2005. (Communication Sub Committee)
- April 2005: develop a system for taking attendance– head count – sign for bus fare. This way we can track numbers of students attending class. Completed no later than May 15, 2005. (Admissions Sub-Committee)
- May 2005: Operational Implementation Committee’s meeting. All sub–committee heads will make a report as to their progress in their areas of responsibility. Further, this will be the chance to make sure everything is in place for the first class. Check the list developed in April of all activities that must be in place before course can start.
- May 2005: final general meeting of all volunteers, committee members. This will be the last general meeting before the pilot classes begin. This will afford all parties the chance to discuss the program, concerns, new ideas but most importantly to ensure everyone is reminded of the value of which they are about to take part. In addition, all policies and procedures of Humanities 101 can be presented. Attended by all Operational Implementation Committee members – the meeting should be held no later than May 30, 2005. (Organized by Volunteer and Material Acquisition Sub-Committee)
- May 2005: by the third week Humanities 101 student tours of the University should begin. This should be done in either groups of students or individual tours for students. This may be a good time to arrange to have student cards made and issued. Also, students should receive bus fare for their first class at this time (reminder – any time a student needs to come to the university they will need to be assisted with transportation).
- May 2005: establish a suggestion box where both students and volunteers can drop off suggestions anonymously. The suggestion box should be in place by June 1, 2005. Possibly

located on the door to Humanities 101 offices. (Communications and Material Acquisition (they can find the box) Sub-Committees.)

- May 2005: check with all June volunteers to ensure they can still make it. (Reminder)– every volunteer should be confirmed by June 1, 2005. (Volunteer Sub-Committee)
- May 2005: all material for June’s classes should be developed by May 20, 2005. (Checked by Curriculum Sub-committee).
- May 2005: some system of transportation for students should be in place by this time, e.g., bus tickets or passes have been acquired no later than May 20, 2005. (Checked by Material Acquisition Sub-Committee)
- May 2005: a system for acquiring food and beverages for students should be in place, e.g., accounts arranged with on-campus food providers by May 20, 2005. (Checked by Material Acquisition Sub-Committee).
- May 2005: all material for June’s classes should be developed by May 20, 2005. (Checked by Curriculum Sub-Committee).
- May 2005: have all printing for June class done. Have to determine system for doing this – will volunteer professors’ get their own printing done and have the print shop bill the program – or will they submit course material ahead of time for review. After review copies would be made and delivered to class by student volunteer? Completed by May 25, 2005. (Material Acquisition Sub-committee)
- June 2005: Operational Implementation Committee’s meeting. All sub–committee heads will make a report as to their progress in their areas of responsibility.
- June 2005: Tuesday, June 4, 2005: First class will be for orientation and introductions in the first part of the class with the second part being a class that is both challenging and exciting. Students will receive the course outline and school supplies and their bus fare for their trip home and to return for the following class. It may be nice if Dr. Gilbert could welcome the students to the University. Also, all committee members should be present. Things to ensure for this day: food and refreshments must be in place, transportation, school supplies, volunteers to teach and tutor, classroom to teach in, and any handouts and equipment necessary for teaching. (Idea: all classes will have a student volunteer present to assist the professor with the class who can take care of such things as attendance, handing out bus fare and any other necessary activities. This will free the professor to focus on teaching and then will only be viewed in this capacity by students, e.g., if the professor is seen taking attendance or controlling bus fare it could generate some confusion as to the roll of the professor amongst the students.)
- June 2005: as this is a pilot course, monthly questionnaires should be handed out to students and volunteers (third week of classes each month), which allows for an on-going tempering

of the program. Also, more barriers to learning and attending class may be identified during this process.

- June 2005: check with all volunteers who will be volunteering in July to see if they are still available in July. (Reminder – also ensure a substitute list is in place.) Contact all volunteers for July by June 20, 2005. (Volunteer Sub-Committee)
- June 2005: have all printing for July classes completed. System for doing this should have been finalized by now. Complete printing by June 25, 2005. (Materials Sub committee – no later than)
- June 2005: in the last week of June the committee should meet to review assessment forms completed during the third week of classes by volunteers and students. The purpose is to temper the program before any identified problems become accepted practices within the program. Any changes made at this time should be e-mailed out to all volunteers and students should be informed as soon as possible.
  - June 2005: arrange library tour by library staff. Due to the hours that the classes take place special arrangements will have to be made with library staff. (Idea: target someone on the library staff for committee membership, as the library is a key resource on campus). Arranged as early in the month of June as possible. (Curriculum Sub-Committee)
- July 2005: Operational Implementation Committee's meeting. All sub-committee heads will make a report as to their progress in their areas of responsibility. This would be a good time to go over last months assessments made by both students and volunteers. What is working and what needs to be changed?
- July 2005: contact and confirm all of the volunteers for the month of August. Contact volunteers by July 20, 2005. (Volunteer Sub Committee)
- July 2005: all students should be asked if they would take the full two-semester course on completion of the pilot project. This will indicate the number of vacant seats for the full course. Moreover, by this time, there should be some indication of how many students of the original 20 in the pilot course will complete the course. Complete by July 20, 2005. (Admissions Sub-Committee)
- July 2005: students should be contacted who will be attending Humanities 101 in September of 2005. Notify students by July 31, 2005. (Admissions Sub-Committee)
- August 2005: Operational Implementation Committee's meeting. All sub-committee heads will make a report as to their progress in their areas of responsibility. Again, this would be a good time to go over last months assessments made by both students and volunteers. What is working and what needs to be changed?

- August 2005: begin to make changes to all written material. As things will be learned during the evaluation process (student and volunteer) this will cause the need for changes in written material, e.g., Student Handbook and Volunteer Handbook. All changes should be made before August 25, 2004. (Communication Sub-Committee).
  
- **August 2005: arrange tours of university campus for those students attending class for the first time**

Appendix 2

Budget justification for pilot course and full course

## Pilot Course Costs

### *Transportation:*

We will supply bus passes to students. This will provide them free transportation to the University for classes as well as other student activities at Lakehead University.

AGI transportation may be required for students with limited mobility. If so, the cost of transportation could be more than estimated.

20 students x 3 months x \$65 per month = **\$3900.00** (total cost for transportation)

### *Meals:*

Meals will be provided prior to class in the classroom itself.

20 students x 13 classes x \$10 per person = **\$2600.00** (total cost for meals)

### *School Supplies*

Prices below are from Staples if we can shop “BACK to School” time in July and August. Approximations given by store employee. If we cannot purchase during this time period prices could very easily double.

Idea: School Supply drive at Lakehead for supplies. Ask for packs, and all other supplies. Maybe have a contest between the departments for the best outfitted school pack – could be fun – interesting – good advertising for the program – annual event.

#### School Supplies

	no. of students	no. items	cost per item	total
pack	20	1	\$11.99	\$239.80
pencil case	20	1	\$2.99	\$59.80
blue pens	20	2	\$0.12	\$4.80
red pen	20	1	\$0.12	\$2.40
highlighter	20	2	\$1.99	\$79.60
pencils	20	1	\$0.47	\$9.40
eraser	20	1	\$0.30	\$6.00
binder	20	1	\$1.99	\$39.80
paper	20	1	\$1.00	\$20.00
LU hat and scarf	20	1	\$40.00	\$800.00
			<b>TOTAL</b>	<b>\$1,261.60</b>

*Childcare/Adult-care*

10 students (estimated) needing support x \$7.50 per hour x 5 hours per class x 13 classes = **\$4875.00 (total cost of dependent care).**

*Cost of Photocopying Class Material*

- Student Booklet

The cost of producing a student booklet (stapled, plain paper) at Lakehead University's print shop would be approximately **\$50.00** (30 copies with 25 pages). If we have 20 students this would leave 10 extra for miscellaneous use, e.g., student may lose their original copy.

- Class Material (Handouts)

20 students x 10 pages x \$.09 per page x 13 classes = **\$234.00**

*Coloured Posters:*

40 posters x \$ 0.79 per poster = **\$31.60**

*Marketing*

Postage: 20 students x 8 mailouts x \$.49 per stamp = **\$78.40**

## Grad ceremony

	No. students	guests	Cost per item	total
meal	20	4	\$16.00	\$1600.00
scroll	20		\$2.00	\$40.00
hat	20		\$20.00	\$400.00
			<b>TOTAL</b>	<b>\$2040.00</b>



## Costs for Full Course

### *Transportation:*

We will supply bus passes to students. This will provide them free transportation to the University for classes as well as other student activities at Lakehead University.

25 students x 3 months x \$65 per month = **\$9750.00** (total cost for transportation)

### *Meals:*

Meals will be provided prior to class in the classroom itself.

25 students x 26 classes x \$10 per person = **\$6500.00** (total cost for meals)

### *School Supplies*

Prices below are from Staples if we can shop “BACK to School” time in July and August. Approximations given by store employee. If we cannot purchase during this time period prices could very easily double.

Idea: School Supply drive at Lakehead for supplies. Ask for packs, and all other supplies. Maybe have a contest between the departments for the best outfitted school pack – could be fun – interesting – good advertising for the program – annual event.

#### School Supplies

	no. of students	no. items	cost per item	total
pack	25	1	\$11.99	\$299.75
pencil case	25	1	\$2.99	\$74.75
blue pens	25	2	\$0.12	\$6.00
red pen	25	1	\$0.12	\$3.00
highlighter	25	2	\$1.99	\$99.50
pencils	25	1	\$0.47	\$11.75
eraser	25	1	\$0.30	\$7.50
binder	25	1	\$1.99	\$49.75
paper	25	1	\$1.00	\$25.00
Lakehead University hat and scarf	25	1	\$40.00	\$1,000.00
			<b>TOTAL</b>	<b>\$1,577.00</b>

### *Childcare/Adult-care*

12 students (estimated) needing support x \$7.50 per hour x 5 hours per class x 13 classes = **\$5850.00 (total cost of dependent care).**

### *Cost of Photocopying Class Material*

- Student Booklet

The cost of producing a student booklet (stapled, plain paper) at Lakehead University's print shop would be approximately **\$67.50** (30 copies with 25 pages). If we have 25 students this would leave 10 extra for miscellaneous use, e.g., student may lose their original copy.

- Class Material (Handouts)

25 students x 10 pages x \$.09 per page x 13 classes = **\$292.50**

### *Coloured Posters:*

40 posters x \$ 0.79 per poster = **\$31.60**

### *Marketing*

Postage: 20 students x 8 mailouts x \$.49 per stamp = **\$78.40**

### Grad ceremony

	No. students	guests	Cost per item	total
meal	25	4	\$16.00	\$2000.00
scroll	25		\$2.00	\$50.00
hat	25		\$20.00	\$500.00
			TOTAL	\$2440.00