

PROGRAM DEVELOPMENT: AN INCLUSIVE APPROACH

The Operational Planning Committee for Humanities 101
Lakehead University
Thunder Bay, Ontario



Photo By: Monica Anthony

A Research Project Submitted to
The Department of Social Work
in Candidacy for the Degree of
Masters in Social Work

Department of Social Work

John K. Anthony, HBSW

Thunder Bay, Ontario

January 31, 2005

EDUCATION IS NOT THE FILLING OF A PAIL, BUT
THE LIGHTING OF A FIRE

YEATS

ACKNOWLEDGMENTS

I would like to thank the following people and organizations for their support during the development of this report.

- I would like to offer a special thanks to Dr. Roger Delaney, Dean of the School of Social Work, who through both words and actions reminded me that there was hope and that people can make a difference. Thank-you Roger.
- I would also like to offer my thanks to Dr. Christina van Barneveld who not only dared to dream about a better world but also had both the courage and energy to work towards that end. Thank-you Christina.
- To all the members of the Operational Planning Committee for Humanities 101, I would like to thank-you for taking on one more responsibility in your very busy lives to enhance our community. Thank-you.
- I would be remiss in my responsibilities if I did not mention the Faculty and Staff of both the School of Social Work with a special thanks to Linda Robinson and Marietta Buzzie and the Department of Education with a special thanks to Dr. Julia O' Sullivan and Karen Farrier. Thank-you.
- I would also like to express my gratitude to the 12 agencies and the people whom they serve that participated in the development of this report. Moreover, I would like to thank these people for again trusting. You are all remarkable. Thank you.

Participating agencies listed in alphabetical order:

- AIDS Thunder Bay
- Alpha Court
- Anishnawbe Skills Develop Program (Indian Friendship Centre)
- Canadian Mental Health Association
- Northwestern Ontario's Women Centre
- Salvation Army (Booth Centre, Haven House, Single Parent Program, and Habitat)
- Shelter House
- Superior Points Harm Reduction Program
- The Balmoral Centre for Adult Studies
- Thunder Bay Coalition Against Poverty
- YES Employment Service
- Youth Outreach (Children Aid Society of the District of Thunder Bay)
- Finally, I must thank my wife and best friend, Monica, whose belief in me caused me to begin the long journey of believing in myself. Without your support and understanding, I never could have completed this report. Thank you Monica.

ABSTRACT

The purpose of this report was to assist the Operational Planning Committee of Humanities 101 ensure an inclusive approach to future program development by giving voice to marginalized people and community social service providers. Consequently, twelve social service agencies in the City of Thunder Bay were approached and requested to have both employees and clients complete a short questionnaire which focused on: what interest they had in Humanities 101; educational interests; potential barriers to attending classes and learning; what they would like the committee to consider while developing programming; and, the mistakes they hoped the committee would not make when establishing this new program.

As a result, eleven of the twelve agencies returned a total of 129 questionnaires (37 agency employees and 92 clients). Further, the results indicated a strong interest in both the establishment of Humanities 101 at Lakehead University and in attending classes. In addition, the data showed poverty to be a major obstacle to potential students attending class and/or learning. Also, discrimination was sighted as a possible barrier in a number of areas: race, class, mental illness, and parenthood.

Recommendations were made in an effort to address potential barriers, which included: financial assistance; student and community social service agency participation in Humanities 101 activities; having the program start with classes in the community before moving to the university campus; and, sensitivity training for all faculty and other volunteers who become involved with Humanities 101 to assist in addressing the above mentioned perceived barriers held by many social service providers and potential students.

TABLE OF CONTENTS

Section	Page
ACKNOWLEDGMENTS	i
ABSTRACT	ii
1.0 INTRODUCTION	1
1.1 <i>History Of Humanities 101</i>	2
1.2 <i>Humanities 101: Lakehead University</i>	3
2.0 METHODOLOGY	4
3.0 ETHICAL CONSIDERATIONS.....	6
4.0 RESULTS.....	7
5.0 DISCUSSION (AGENCY QUESTIONNAIRE (EMPLOYEE))	17
6.0 DISCUSSION (POTENTIAL STUDENT QUESTIONNAIRE)	31
7.0 RECOMMENDATIONS	34
Appendix A	Project Introductory Letter
Appendix B:	Agency Agreement Form
Appendix C:	Employee and Potential Student Information Sheet
Appendix D:	Potential Student Script
Appendix E:	Poster
Appendix F:	References

1.0 INTRODUCTION

This report is intended to give a voice to marginalized people and community social service providers during the development of “Humanities 101” (Humanities 101 Homepage, 2004) at Lakehead University. Recently, the Operational Planning Committee for Humanities 101 was established at Lakehead University to examine the possibility of offering a two-semester humanities course to those living in poverty and/or whose life situations were preventing them from attending university. The main premise of the course is to offer university level instruction to people who may have only been able to access remedial or “skilled base” learning (Wilson, 1998). The hope is that a course will eventually be established which assists these people overcome the barriers to attending class and learning. Moreover, it was realized that if this course was to be successful, all stakeholders should be involved in the development of Humanities 101. Consequently, this writer developed two questionnaires and will use a system of gathering information, which will afford some marginalized people and community social service providers the opportunity to present their ideas while at the same time being able to maintain anonymity.

Equally important, this report is not intended to represent research in the traditional sense, but is meant only to be a vehicle for conveying information from one group to another in an effort to make the process of program development as inclusive as reasonably possible and bring as many ideas to the table as possible. Simply stated, this report represents a gathering of information from a segment of the community with the expressed purpose of informing another group within the community. In addition, this sharing of information between community-members is intended to result in actions taken being based on the information provided. Further, this writer holds the position that their own interpretations of the findings will not be “value free” and are “motivated by a strong moral desire to effect change” (Newman 2003, p.497).

In addition, as this writer supports the position that all information will be filtered “through a personal lens” (Creswell 2003, p.182) the reader of this document should be provided with some information of this writer’s life experience that may have influenced their interpretation of the data (Creswell, 2003). Consequently, as this writer reflected on the information provided from the questionnaires, they also often reflected on their own life experience. First, being raised as a poor intercity child caused this writer to remember the awkwardness felt by family, friends and myself when we found ourselves in situations with people who had formal education, wealth and power. Conversely, this writer felt very comfortable playing and walking through a section of the city where few outsiders ventured – it was, after all, home. The message

was clear; they had their place and we had ours. Next, this writer left school after Grade 9 to work. After a number of years of doing different jobs and receiving treatment for alcohol and drug abuse this writer decided to take a different course in life although the decision was the easy part. The anxiety and confusion that was generate during this period would be hard for someone who has not experienced it to understand – this writer found themselves looking down at the floor a lot during this period and the levels of anxiety proved problematic at times. After receiving nine months of Life skills Training, this writer gained employment at a shelter for homeless people where they worked for nine years. Then, this writer enrolled in an academic upgrading program with the goal of graduating and entering university to become a social worker. At the age of 43, eight months later, this writer walked into their first university class. Walking into both the college where this writer received upgrading and the university where this writer has since received an HBSW and soon will receive an MSW may have been the greatest challenges faced by this writer – the word terror comes to mind. This writer had ventured out of what Paulo Freire (1999) one of the most renowned educators of the twentieth century referred to as “the circle of certainty” (p.20). Further, it must be made clear to the reader, this journey was not made to leave one group to join another. This writer was searching for a deeper understanding of humanity and self through education with the hope of one day contributing to the improvement of the human experience. Consequently, to claim this writer should or could maintain objectivity in developing this report may border on the absurd.

1.1 History Of Humanities 101

The next two sections: “History of Humanities 101” and “Humanities 101: Lakehead University” were previously developed by this writer for The Operational Planning Committee for Humanities 101 at Lakehead University. Although it may be more appropriate to include these paragraphs in the Appendices section, this writer believes them essential to be present at this point in the document.

In 1998, two University of British Columbia (UBC) graduates 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 (Pfeiff, 2004). They were successful. Tempered by Shorris’s 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” (Wilson, 1998). Further, the two UBC students realized that although those living in poverty in the Vancouver area had access to “skills-based” training, there was an absence of programming which provided an opportunity for university level learning (Wilson, 1998). Consequently, Humanities 101 classes “provide university-level education to individuals with a

passion for learning and knowledge, regardless of their economic situation or academic history” (Humanities 101 Homepage, 2004).

In addition, the UBC experience has proven to be a positive experience for both the students and volunteers of Humanities 101(Pfeiff, 2003). As highlighted in a number of articles, this approach to education proved to be successful. Likewise, a number of 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(Pfeiff, 2003). For some, the experience is described as life changing resulting in an increased value of self and a greater understanding of their world (Pfeiff, 2003). Furthermore, 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 experience (Pfeiff, 2003).

Moreover, “On the use of liberal education: II. As a weapon in the hands of the restless poor” this same phenomenon was discussed in Harpers Magazine (Shorris, 1997, p.50). In Shorris’s article, it is made clear that when those living in poverty have a desire to learn and are exposed to the Humanities the lives of those involved begin to improve (Shorris, 1997). Consequently, this approach has a proven track record starting “in New York City’s Lower East Side” where Shorris “started the program after an inmate in a women’s prison told him the poor need ‘a moral alternative to the street’ to be able to rise above their circumstances” (Wilson, 1998). And, most recently on the campus of UBC where Humanities 101 has, for the last six years, brought together the downtown residents and the faculty and students of UBC in this remarkable educational experience. In addition, “Variations on this course are now conducted in 37 cities across the United States, Mexico and Australia. In Canada there is just one: Vancouver’s Humanities 101” (Pfeiff, 2004).

1.2 Humanities 101: Lakehead University

Like the founders of Humanities 101, while reading an article about this unique approach to adult education, Dr. Christina van Barneveld of the Faculty of Education at Lakehead University (LU) began to wonder: Could we develop this type of program at Lakehead [University]? 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 in fact the development of this program just may be possible.

Next, the Operational Planning Committee for Humanities 101 was formed being represented by both faculty, and staff of LU with the committee's first meeting being scheduled for July 2004. Further, it was determined, for this program to be successful it would require a joint effort between LU and the community at large. And, although UBC was contacted and information about Humanities 101 was provided to the Operational Planning Committee at LU, the committee realized that they had to face the challenges and opportunities of developing a program which best met the unique needs of their own community. Consequently, this writer's project was developed in an effort to assist the committee make the development of Humanities 101 at LU an inclusive process with the voices of the of community social service agencies and multiple marginalized groups also being represented.

2.0 METHODOLOGY

1. Twelve social service agencies were approached and asked if they would like to be involved in the development of Humanities 101. At this time, agency representatives were given an introductory letter (see Appendix A), outlining the project. The sampling method employed for the selection of the twelve agencies was "purposive sampling" (Neuman, 2003, p.213). For non-academics, this means the participating agency and their clients were chosen based on this writers personal knowledge and experience of those who have special knowledge and expertise in the area under study (Neuman, 2003).
2. When an agency agreed to participate, the Executive Director or Manger was asked to sign a document acknowledging their agreement to participate (see Appendix B). Further, this document clearly stated such issues as: the purpose of the project, the voluntary nature of project involvement for all participants, the lengths taken to ensure anonymity for all project participants, how the project's results can be accessed, and where results will be stored for the following seven years.
3. Next, the agencies were provided with two questionnaires (see pages 8 & 21) and an information sheet (see Appendix C). One questionnaire for agency employee(s) and the other for agency client(s). The information sheet addressed such issues as: the purpose of the project, the voluntary nature of project involvement for all participants, the lengths taken to ensure anonymity for all project participants, how the project's results can be accessed, and where results will be stored for the following seven years. In addition, it was clearly stated on each questionnaire that completion of the questionnaire implies

consent for the information to be used in the development of Humanities 101. The information sheet also included the target populations for the project.

4. Further, a “script” was provided for employee(s) to follow when explaining the nature of the project to their clients to ensure consistency, informed consent, and that clients understood the purpose of the project (Neuman, 2003, p.257) (see Appendix D).
5. Two methods were employed to inform agency clients about the project. First, posters were placed in clear view, which announced Humanities 101 and directed interested parties to contact an agency worker (see Appendix E). Secondly, agency worker(s) contacted clients who have expressed an interest in education in the past. In both cases, agency personnel were requested to refer to the script to explain the project to clients and the purpose of the questionnaire.
6. Then, all completed questionnaires were returned to the Executive Director or Manager. On an agreed upon date (information was gathered for a one month period), all completed surveys were returned to this researcher via Lakehead University’s Social Work Department in a postage paid, self-addressed envelop, which was provided to participating agencies.
7. Upon receiving the questionnaires, this writer employed two methods for tabulating results: First, Statistical Product And Service Solutions (SPSS), a statistical software program, was utilized for ranking quantitative data (frequencies). For example, the entire list of academic courses presented on the questionnaire was ranked. The second method used was “coding” for the identification of “themes” for qualitative data (Neuman, 2000, p.421). Finally, once results were compiled, this report will be submitted to the Operational Planning Committee for Humanities 101 at Lakehead University.

3.0 ETHICAL CONSIDERATIONS

This project was designed to ensure the highest protection for all project participants. No information collected is to be able to be connected to any specific social service agency, agency employee, client group or client. First, all questionnaires were designed to have no identifying markers and were returned to this researcher through the post in a postage paid, self-addressed envelop, which was provided to participants. Except for being in contact with some key employees, this writer had no personal contact with research participants, as agency employees collected all data. Finally, all data presented is only associated with the twelve participating social services agencies collectively and written permission was sought from all agency Directors/Managers before any agency name was added to the list of participating social service agencies. Therefore, the only identifying information resulting from this research is a list of participating agencies.

Further, it was clearly stated that by virtue of participating in the survey the participant gave permission for the information collected to be used in the project. Due to the large number of possible respondents, e.g., one social service agency can meet with between 800 and 1,000 clients per month; this was the only practical way of collecting informed consent. This approach is supported by Berg (1998) who states: "Sometimes in large scale survey questionnaire studies, separate signed informed consent slips are eliminated and replaced with implied consent" (p. 48). Moreover, some of the clients of these social service agencies may be reluctant to sign any document. For example, during this particular process, these organizations represent varied client populations who are living in poverty that may include: sex trade workers, intravenous drug users, the homeless (both adults and youth), street youth, First Nations People, women, single parents, those living with HIV/AIDS and those living with mental illness. Therefore, in an effort to further guarantee anonymity and ensure that these people are afforded a process, which does not cause them any undue harm while also affording them the opportunity to have a voice in the development of this program, this writer selected this approach. Further, Berg (1998) supports this approach under these conditions: "The benefit of this particular style of informed consent is the elimination of any record of the subjects' name. This procedure is particularly helpful when interviewing people who might otherwise refuse to take part in a study" (p.48). Therefore, this method of gathering information ensures anonymity for all respondents, as this writer did not meet with nor have access to the names of any project participant.

4.0 RESULTS

Out of the 12 agencies that agreed to participate in this report, 11 agencies returned a combined total of 129 questionnaires (37 agency employees and 92 clients). All questionnaires included in this report were returned between late November and early December. Unfortunately, a small group of surveys (4) were returned in January, which did not allow them to be included in the results. One of the goals of this report, is to present this information in a manner in which it will be understandable to all parties involved.

Consequently, although the principal recipients of this report are the members of the Operational Planning Committee for Humanities 101, this report is also intended for participating agency staff and their clients who were the suppliers of all the data presented in this report. Therefore, these results are presented in a manner that can also be appreciated by non-academics while still maintaining the significance of the results. This approach has been taken to maintain the inclusive approach adopted by the Operational Planning Committee for Humanities 101 in the area of program development and this writer's attempt to extend this to the research component of program development. In addition, the hope is that by taking this approach all those who participated who may not have had the opportunity in the past to read research type reports will have the opportunity to both read and understand the results of this report.

Moreover, in an effort to achieve this goal, the results will be presented by first displaying each of the two questionnaires (blank) individually at the beginning of each section followed by the results of each question individually which will be accompanied by charts, numerical outcomes, and brief written responses by this writer. In addition, all written responses for questions 5 and 6 on both questionnaires will be present in verbatim form to the best of this writer's ability. Again, the point is: all involved can hear the voice of each other while also affording all involved the opportunity to accept or reject this writers interpretations of the data. Then, at the end of each section, a discussion section will be presented highlighting the salient points of each particular section as understood by this writer. This approach was taken due to the volume of data presented in each section and is intended to assist the reader. The first results presented will be from the questionnaire entitled "Agency Questionnaire (Employee)."

AGENCY QUESTIONNAIRE (EMPLOYEE)

1. After reading the course description, do you believe Humanities 101 North will provide a needed service to your clients? *(Please check one only.)*

Yes

No

2. Are you aware of any existing programs in Thunder Bay or Northwestern Ontario that already provide the same service, which Humanities 101 North is proposing? *(Please check one only.)*

Yes

No

If you answered Yes to Question 2, please state the name of the program and its location:

3. In principle, do you support the establishment of Humanities 101 North at Lakehead University? *(Please check one only.)*

Yes

No

4. What may be some of the barriers that could prevent your clients from attending class or learning? *(Check all that apply.)*

Childcare

Cost of school supplies, e.g., pens, paper, etc.

Transportation

Hunger before class

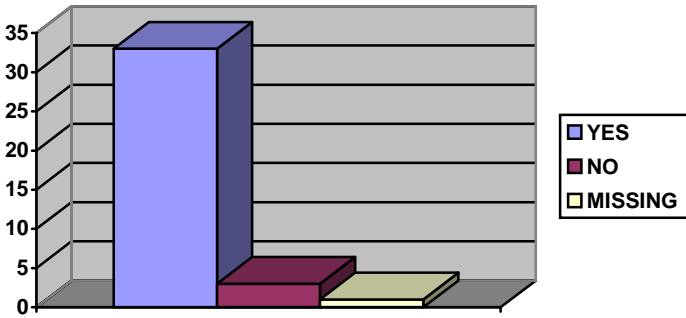
Adult care: ill partner or parent requiring care

May not feel comfortable at the University

5. As a community service provider, what would you say is the most important thing the Operational Planning Committee for Humanities North should keep in mind as they attempt to establish this program at Lakehead University. *(Use backside of paper if necessary)*

6. If you were designing this course what mistakes would you be sure not to make? *(Use backside of paper if necessary)*

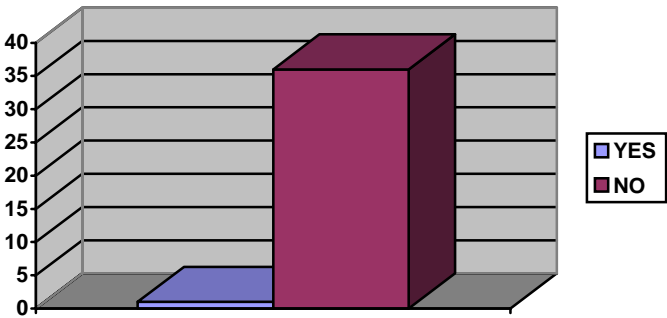
1. After reading the information sheet, do you believe Humanities 101 will provide a needed service to your clients? (Please check one only.)



	Frequency	Percent
YES	33	89.2
NO	3	8.1
MISSING	<u>1</u>	<u>2.7</u>
TOTAL	37	100 %

The majority of the staff (89.2% or 33 of the 37 respondents) who replied believed Humanities 101 would provide a needed service to their clients. Whereas, 8.1% or 3 of the respondents indicated this program would not provide a needed service. The one staff member who chose not to answer indicated there was insufficient information to determine whether Humanities 101 will provide a needed service to their clients.

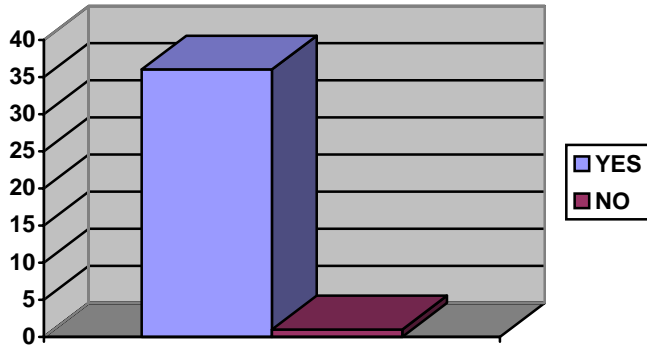
2. Are you aware of any existing programs in Thunder Bay or Northwestern Ontario that already provide the same services, which Humanities 101 is proposing. (Please check one only.)



	Frequency	Percent
YES	1	2.7
NO	<u>36</u>	<u>97.3</u>
TOTAL	37	100 %

The purpose of this question was to determine whether Humanities 101 would be duplicating any preexisting service in the Thunder Bay or the Northwestern Ontario area. The majority of the staff (97.3% or 36 of the 37 respondents) was not aware of any existing programs that provided a similar service. The one staff member who did identify an agency as providing a similar service identified an agency that provided academic upgrading.

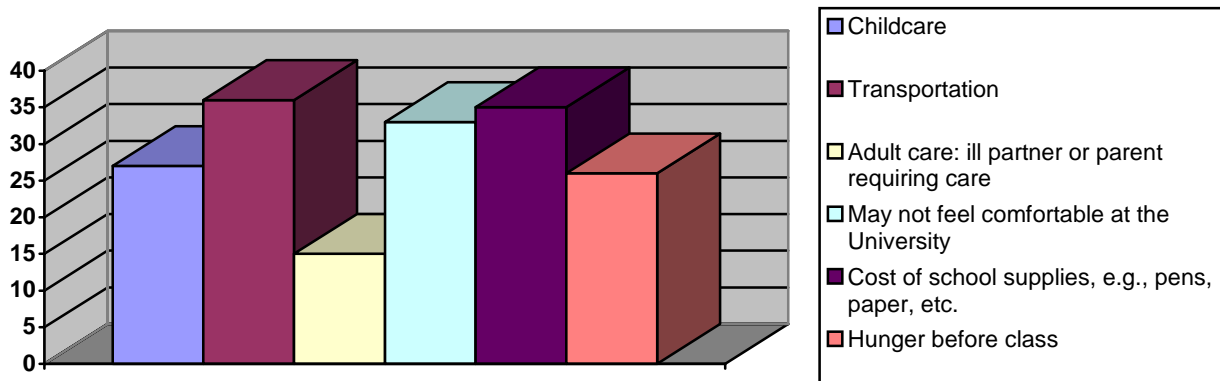
3. In principle, do you support the establishment of Humanities 101 at Lakehead University? (Please check one only.)



	Frequency	Percent
YES	36	97.3
NO	1	2.7
TOTAL	37	100 %

A high percentage (97.3% or 36 of the 37 respondents) of participating agency staff support the establishment of Humanities 101 at Lakehead University in principal. A single respondent (2.7%) indicated they did not support the program in principal.

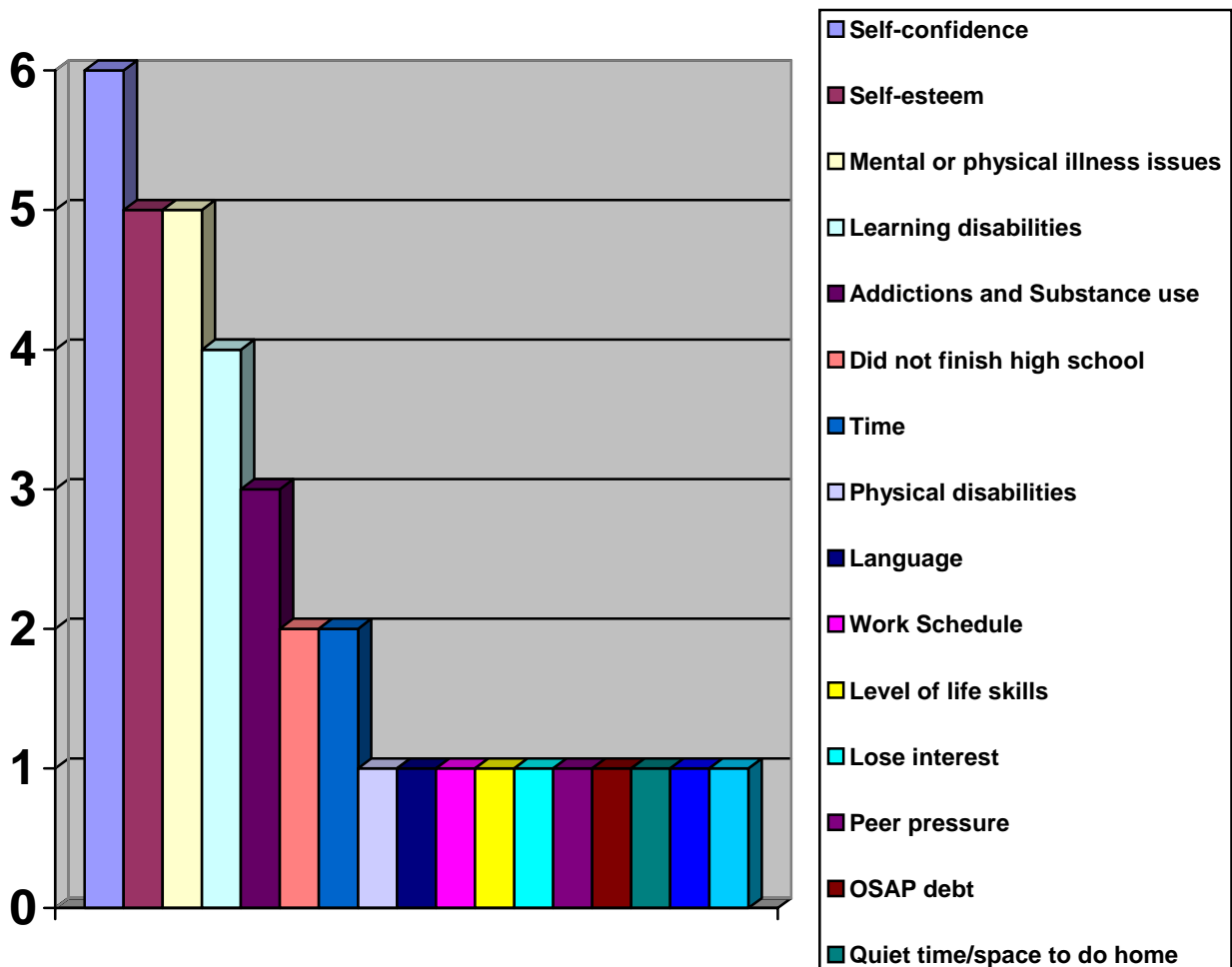
4. What may be some of the barriers that could prevent your clients from attending class or learning? (Check all that apply)



Barrier	Frequency	Percent
Childcare	27	73.0
Transportation	36	97.3
Adult care: ill partner or parent requiring care	15	40.5
May not feel comfortable at the University	33	89.2
Cost of school supplies, e.g., pens, paper, etc.	35	94.6
Hunger before class	26	70.3
Total Respondents: 37		

All of the barriers presented in the questionnaire were recognized to a greater or lesser degree as having the potential for preventing students from attending class or learning. The highest score was in the area of “transportation” (97.3% or 36 of the 37 respondents), which was followed by: “Cost of school supplies, e.g., pens, paper, etc.” (94.6 % or 35 respondents); “May not feel comfortable at the University” (89.2% or 33 respondents); “Childcare” (73.0% or 27 respondents); “Hunger before class” (70.3% or 26 respondents) and, “Adult care: ill partner or parent requiring care” (40.5% or 15 of the 37 respondents). In addition, respondents added to the list of barriers that could prevent their clients from attending class or learning.

If not on the list please add:



Self-confidence was identified by six respondents as a potential barrier; whereas, self-esteem, and mental or physical illness issues were each sighted by five out of the 37 respondents as possible barriers to students attending class or learning. These possible barriers were followed by: Learning disabilities (4 out of 37 respondents); addictions and substance use (3 out of 36 respondents); did not finish high school and time (2 each out of 37 respondents); and, physical disabilities, language, work

schedule, level of life skills, lose interest, peer pressure, OSAP debt, and quiet time/space to do home work (1 each out of 37 respondents).

In presenting the information for both questions 5 and 6 this writer has decided to present all information gathered in verbatim form. This is being done for a few reasons: first, this allows committee members, participating agency staff, and future students to draw their own conclusions from this data. Moreover, this also provides the reader the opportunity to gain greater insight into this writer's final conclusion and recommendations. But most importantly, this is a further attempt to make the process of program development more inclusive by adding the participant's voices and not totally relying on this writer's interpretation, which will follow in the discussions and recommendations sections of this report.

5. As a community service provider, what would you say is the most important thing the Operational Planning Committee for Humanities 101 should keep in mind as they attempt to establish this program at Lakehead University.

- “Sensitivity to various cultural backgrounds.”
- Culturally sensitive & not just ethnic culture”
- “Culturally sensitive including ‘street culture’”
- “Understand/be aware of different regions/cultures that many students may be coming from bringing biases and different views.”
- “Not to ostracize (SP?) the people attending”
- “What defines low income”
- “Lack of funds, lack of benefits”
- “Text Books”
- “I think a big consideration is fitting in. Poverty itself is stigmatizing and people living on benefits don't have much financial resources for things like clothing, coffee in the cafeteria, etc.”
- “Have the clients involved in the planning stage – setting up curriculum; establish the reason for taking the course, i.e., the benefit- are they going to get – a certificate.”
- “Go to where target participants are.”
- “Take the University to them if necessary”

- “Develop curriculum based on their needs.”
- “To make the program as accessible as possible and get feedback directly from the individuals participating as to what the barriers are.”
- “Listen to the participants, invite feedback.”
- “To work within partnership with agencies that support clients. It may help to keep a client in school even if symptoms of illness develop.”
- “Outreach services providers/workers”
- “To remember the clientele that it is focused on. Financial support to the clients who show an interest in humanities 101.”
- “Marginalized youth whom haven’t graduated from high school may have learning disabilities such as reading and writing. These are obstacles & challenges that may prevent them to continue.”
- “Fear of failure, rejection/maintain consistent grades for the majority, school seems to be a safe place to go and learn, but for a significant minority, they may not feel accepted or fitting in. These may included, appearance, colour of skin and negative beliefs about self which has the negative impact on the ability to learn.”
- “Also, for some who have been out of school for a while or didn’t have a positive experience with school, university may be an intimidating place.”
- “Level of individuals previous education.”
- “Focus on the purpose and the goals of the program – what will people get out of it.”
- “Will their OW, ODSP living supports or E.I. be affected?”
- “Keep it simple to start! Don’t let high level vocab intimidate participants.”
- “Classes should be maximum 60 min. People with Mental Illness have to struggle to concentrate & anxiety.”
- “2 or 3 hour classes”
- “Keeping the program as comfortable, inviting as possible.”
- “How this course fits with ‘our’ lives and others; and will it make a difference – connects to other courses (further studies).”
- “Clear understanding of what this course is.”

- “The program should be useful in a practical sense as well as therapeutic (self-esteem, self-worth, etc.) The course should offer credits transferable to further studies. Either this option or the course should be a precursor to admissions.”
- “Blend into regular school”
- “‘Indicators of success’ – keep them realistic based on population serving (i.e., 1 out of 24 may complete program).”
- “Balance – allow people the dignity to do for themselves with support/help as needed.”
- “The program should retain as much flexibility as possible to allow students to succeed”.
- “That the success and completion rate of those enrolled will likely be low.”
- “Where it is offered – not all clients would be interested”
- “Mental health issues, people have different abilities, they don’t all fit into the same ‘pigeon hole’.”
- “Absent due to mental health illness/medication adjustments.”
- “Mentally ill clients - more flexibility with attendance, assignments, etc., to accommodate those individuals.”
- “My concern it that one taste of university may not be enough and may depress client when they realize they can’t continue.”
- “Hopefully this will better our understanding of mankind, the why we do what we do (and, to each other) and any understanding of that and solutions.”
- “What an opportunity to better the humane/human race.”
- “To refine the “Civilized Animal” to our socio-biological history.”

6. If you were designing this course what mistakes would you be sure not to make? (Use backside of paper if necessary).

- “Would want the prof. or teacher to be fully aware of the above circumstances and work with the student to achieve this goal.”
- “I would want to make sure that participants have a good chance at success. Is there academic screening or assessment? ”
- “Mistakes are often a tool to look at what is going wrong. The key is to look back and change where change is needed.”

- “Screen participants – aim for success with first class in particular”
- “Can the participants handle the structure of the two full semesters?”
- “Do medications hinder participants concentration?”
- “You need participants to help design the course, or to be involved.”
- “Over-emphasize its importance – use everyday language (understandable).”
- “Information presented must be pertinent to their situation.”
- “University level content and expectations should be the norm. If not the program becomes glorified upgrading which can be accessed from a number of other sources. It may also seem trivial and condescending to some attending. In other words, the program should require a person to be able to participate at the university level.”
- Do not neglect to evaluate impact of participation in the project.”
- “Making it only available to high functioning individuals.”
- “Making more barriers for individuals who would like to attend.”
- “I would try not to disclude or be bias to the customs beliefs religions of other nations or ethnic groups.”
- “Singling-out the individual in school”
- “Not including all community stakeholders when making up dynamics of this community based initiative.”
- “Don’t be vague. Ensure Clarity. Have defined attainable goals and have the students know what career path they would like to take afterwards. If they are unsure suggest or make career planning a part of the course.”
- “Expectations of daily/regular attendance”
- “Assumption computer literate”
- “To be taught by individuals with work/life experience opposed to academics”
- “That individuals have the opportunity to integrate into regular programming/population at the university”
- “Strict structure program”

Other suggestions/questions

- “Is the intake going to be continuous process or they just take 50 clients once a year.”
- “What measures are in place for counseling supports, learning needs...etc.?”
- “If a client is not successful what process is in place to address another plan of action, i.e., referral back to Ontario Works, John Howard Society, YES Employment Services, etc”.
- “How are you going to market the program to the clients? – Set-up material OW, YES, or hold information sessions – or have clients do recruiting?”
- “Possibility make the program open to all students – provide a blended curriculum for both disadvantaged and ‘regular’ students – helping off-set the stigma to what the dynamics of the groups of clients would be.”
- “Do focus groups with those that would be interested in postsecondary – Hold them (sessions) at YES, Shelter House, the library, etc...”
- “What will taking the course do for the students?”
- “I suggest talking with employees to see what they would like included in the course.”
- “Will this course be accepted as transferable into other courses and universities?”
- “Does any other university offer this type of thing already? Perhaps talk with them.”
- “I think some sort of ‘co-op’ placement or networking sessions should be included as well as a section for the proposal writing. If the students wanted to go on and effect change then this in my opinion is a key element. Perhaps that can be a project?”
- “How will this course be advertised if it does come into being? Through referrals or word of mouth?”
- “Overall a good idea. Thank you for putting your time and energy into this project. I hope it will be a success.”

5.0 DISCUSSION (AGENCY QUESTIONNAIRE (EMPLOYEE))

As this writer read the responses to questions 5 & 6, it became clear that although there was overwhelming support for the establishment of Humanities 101, which was reflected in questions 1 and 3, there was a clear tone of apprehension in the written responses provided by agency staff. First, 89.2% (33 of the 37 respondents) believe that Humanities 101 will provide a needed service to their client group. Moreover, 97.7% (36 of the 37 respondents) supported the development of the program in principle. Although these responses appear to have a small degree of contradiction, this may imply that 2 of the 3 respondents felt that there was a need within the community for the development of the program although it did not fit with the needs of their particular client group. With only one respondent not supporting the development of Humanities 101 at LU, this writer would argue that the majority of agency respondents do support the development of this program. With that being said, this agency support does not come without concerns.

In the area of barriers presented on the questionnaires, there were no surprises although barriers added by respondents did offer some insights. Obviously, any barrier, which involves money, will generally present an obstacle to those living in poverty, but the questions had to be asked to demonstrate proof. The results demonstrate that agency employees believe their clients will need financial assistance in the areas mentioned on the questionnaire. In those barriers added by the respondents, the majority reflected intrapersonal challenges that students may face, which will be addressed later in this document.

Indeed, agency employee's written responses seemed to reflect an overall theme of concern for their clients. This writer was not surprised by this response. As someone who was employed in the area of poverty for a number of years, this writer expected a certain level of apprehension on the part of agency staff. Over the last decade, those facing the challenges of poverty and those whom serve them in the Province of Ontario have had to face numerous disappointments. Therefore, the reader should understand that these concerns are based in fact. Further, this apprehension may reflect a concern that their clients may suffer the pain of discrimination in the university environment.

Consequently, the first area of concern that this writer will highlight is discrimination. This concern is represented by a number of requests for "sensitivity" to be shown in the areas of race, class, and for those facing the challenges of mental illness. Obviously, the agency employees do not want those that they represent to be exposed to an environment whose representatives or systems lack this sensitivity. Moreover,

although these concerns may reflect concerns, which are systemic in nature, it is important to remember that most of the respondents would be familiar with the university environment; yet, they are still concerned. Consequently, this may represent the most complex challenge facing the Organizing Committee for Humanities 101: The development of a program in which a handful of marginalized people will feel welcomed and respected in this new environment amongst thousands of other students and hundreds of faculty and staff who may be seen as representing the “dominant narrative.” Part of the solution to this problem may be found in other agency employee’s comments.

The second theme this writer has chosen to highlight centers around the empowerment of students, which may contribute to the development of a system that assists in meeting the student’s learning needs. What some of the agency employees have suggested is that students and for that matter community social service providers should be involved in the design and the operations of Humanities 101. Anne Bishop in her book “Becoming an Ally; Breaking the Cycle of Oppression” would describe this approach as “power with” as opposed to “power over” (p.30). The reader should have no illusions about this approach being a simple matter to achieve in any genuine sense. And, as universities are generally hierarchal in nature, this writer does not believe that the system will lend itself easily to this recommended approach although this writer does support the “power with” position. Equally important, what agency employees are suggesting should not be confused with tokenism but students having a real say/real power within Humanities 101. Likewise, the cultural implications of the students not having a voice in this undertaking could be perceived by some as an effort to assimilate minorities. Therefore, the argument posed by some agency employees appears to be: the students cannot achieve empowerment through education if the process of education itself is disempowering. With that being said, agency employees make it very clear, many of those they serve have unique needs, which may need to be accommodated for students to succeed.

Moreover, the data suggests that a tempering of the approach generally taken for university level education must take place although others recommended caution in this area. For this writer, this may represent another point that the future success of the program may hinge upon: the design of curriculum, scheduling, location, and vocabulary used during instruction and communication in general. The two areas that voiced the most concern were for those facing the challenges of mental illness and those with limited or negative educational experience. For example, in the area of mental illness there were concerns surrounding the length of classes and absenteeism with “flexibility” offered as a possible solution. While reflecting on the data, this writer was left with the impression that the majority of concerns were based on concerns for

the intrapersonal challenges that students would face in the university environment and not their lack of intellectual capacity with some suggesting that the university may not be the right location for classes. This is also supported by the data in the area of additional barriers which were not sited on the questionnaire but were added by agency employees. This is not intended to take away from the reality of living with a mental illness or prior educational performance/experiences, but only that the agency employees may be suggesting the program may be structured in such a way that is more conducive to mental health for all concerned; therefore, the suggestion of making the course more “flexible”, “sensitive”, “comfortable”, and “inviting”. At the same time, there is a call for the course to be genuine and have a purpose, which is clearly articulated by one agency employee:

“University level content and expectations should be the norm. If not the program becomes glorified upgrading which can be accessed from a number of other sources. It may also seem trivial and condescending to some attending. In other words the program should require a person to be able to participate at the university level.”

Therefore, the challenge when including this position in the equation appears to be: provide a university level educational experience in an environment that is flexible enough to accommodate the individual challenges faced by each student.

Further, this writer was also left with a strong impression after reviewing the data that their position was “an ounce of prevention is worth a pound of cure.” For example, the development of effective course entrance criteria was suggested, which would ensure that students had a good chance for success. This writer has heard this recommendation on a number of occasions during the data gathering process while also seeing it presented in the questionnaire. Moreover, this writer would argue that failure and its possible impacts on their clients may lie within the nucleus of every response made by agency employees to some degree. In addition, the reality that poor success rates in the beginning of the program may result in its demise was also sited as a reason for taking care in student selection. Conversely, a concern for fairness and not creating even more “barriers” was also requested. Therefore, the responses heard in unison seem to call for the establishment of entrance criteria that is both sound and fair.

In closing, the possibility of Humanities 101 has certainly sparked some interest in this group of social service providers. Clearly, they see the possibilities of such a venture and have offered some excellent suggestions and cautionary notes. Further, when one considers the collective years of experience represented by the 37 social service

workers who provided this information the value of this information becomes apparent. This writer's hope is that the efforts to represent their thoughts collectively captured at least a glimmer of their insight and humanity.

In the second section of the results, responses made by potential students will be presented. Again, each question will be presented individually with charts, numerical outcomes and some brief written responses by this writer followed by written responses to questions #5 and #6 which were made by respondents. The second set of results presented will be from the questionnaire entitled "Potential Student Questionnaire"

POTENTIAL STUDENT QUESTIONNAIRE

1. After reading the information sheet, I would be interested in enrolling in Humanities 101 North at Lakehead University in the future. *(Please check one only)*

- Yes No

2. Please select the areas of study that interest you. *(Check all that apply)*

- | | | |
|--------------------------------------|--|--|
| <input type="checkbox"/> English | <input type="checkbox"/> Political Science | <input type="checkbox"/> Education |
| <input type="checkbox"/> History | <input type="checkbox"/> Philosophy | <input type="checkbox"/> Social Work |
| <input type="checkbox"/> Visual Arts | <input type="checkbox"/> Women’s Studies | <input type="checkbox"/> Indigenous Learning |
| <input type="checkbox"/> Sociology | <input type="checkbox"/> Religious Studies | <input type="checkbox"/> Not Sure |

If not listed, please add: _____

3. What may be some of the barriers to you attending class or learning? *(Check all that apply)*

- | | |
|--|---|
| <input type="checkbox"/> Childcare | <input type="checkbox"/> Cost of school supplies, e.g., pens, paper, etc. |
| <input type="checkbox"/> Transportation | <input type="checkbox"/> Hunger before class |
| <input type="checkbox"/> Adult care: ill partner or parent who requires care | |
| <input type="checkbox"/> Might not feel comfortable at the University | |

If not listed, please add: _____

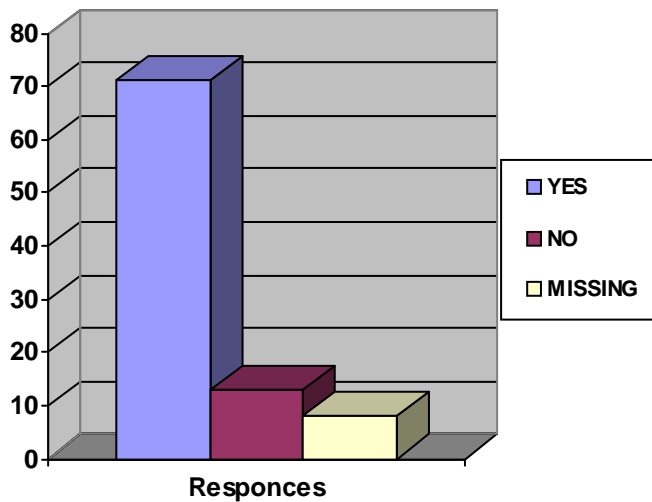
4. What is your age group? *(Please check one only)*

- 18 to 25 26 to 35 36 to 55 56 to 65 Older than 65

5. In your opinion, what would you say is the most important thing the Operational Planning Committee for Humanities 101 North should keep in mind as they attempt to establish this program at Lakehead University. *(Use backside of paper if necessary)*

6. If you were designing this course what mistakes would you be sure not to make? *(Use backside of paper if necessary)*

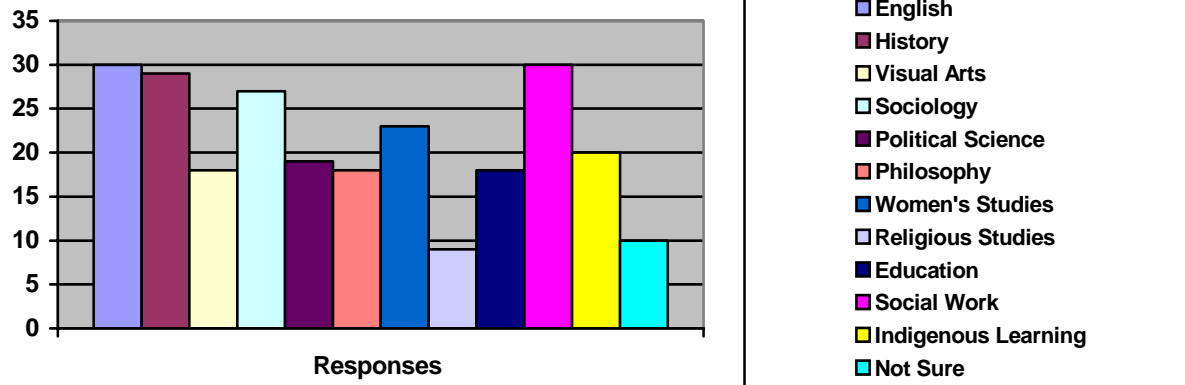
1. **After reading the information sheet, I would be interested in enrolling in Humanities 101 at Lakehead University in the future.**



	Frequency	Percent
YES	71	77.2
NO	13	14.1
MISSING	<u>8</u>	<u>8.7</u>
TOTAL	92	100 %

A reasonably high percentage, 77.2 %, (71 of the 92 respondents) of participating potential students indicated they would be interested in enrolling in Humanities 101 at LU in the future. With 14.1% (13 respondents) indicating they would not be interested. In addition, 8.7% (8 respondents) either chose not to answer this question or missed completing it.

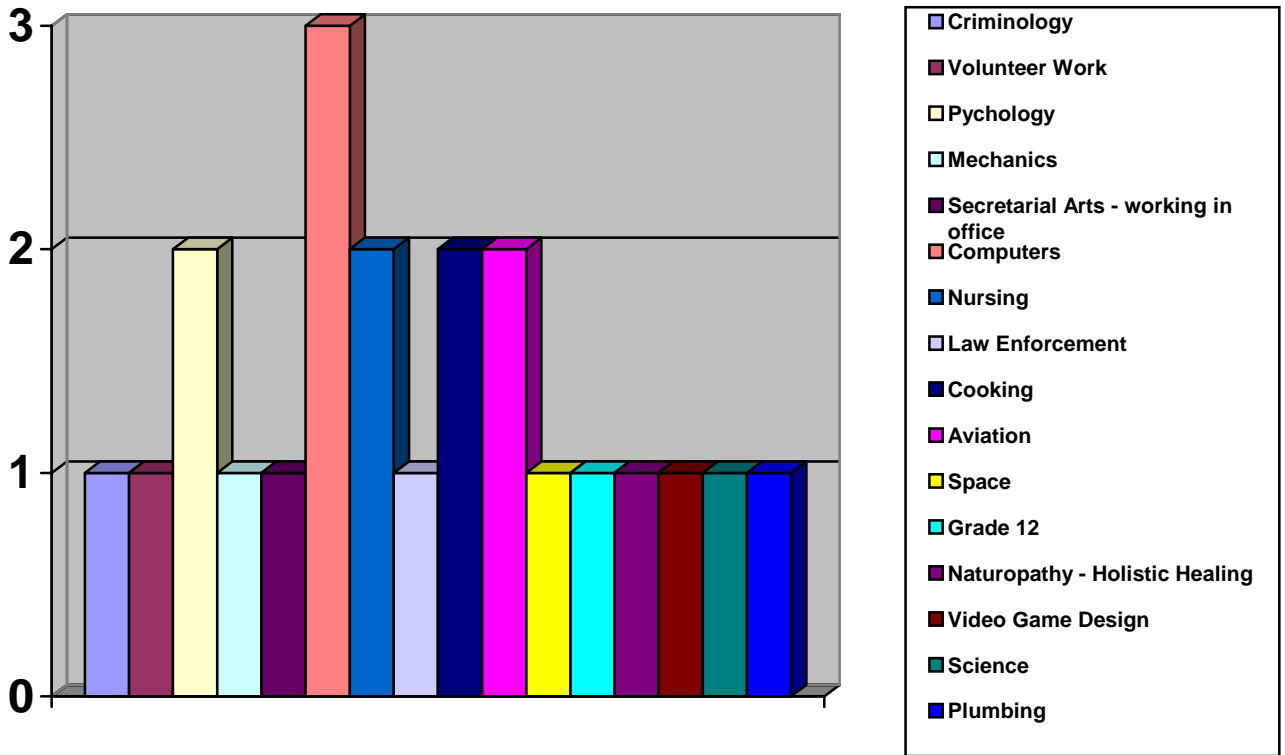
2. Please select the areas of study that interest you. (Check all that apply)



	Frequency	Percent
English	30	32.6
History	29	31.5
Visual Arts	18	19.6
Sociology	27	29.3
Political Science	19	20.7
Philosophy	18	19.6
Women's Studies	23	25.0
Religious Studies	9	9.8
Education	18	19.6
Social Work	30	32.6
Indigenous Learning	20	21.7
Not Sure	10	10.9
Missing	17	18.5

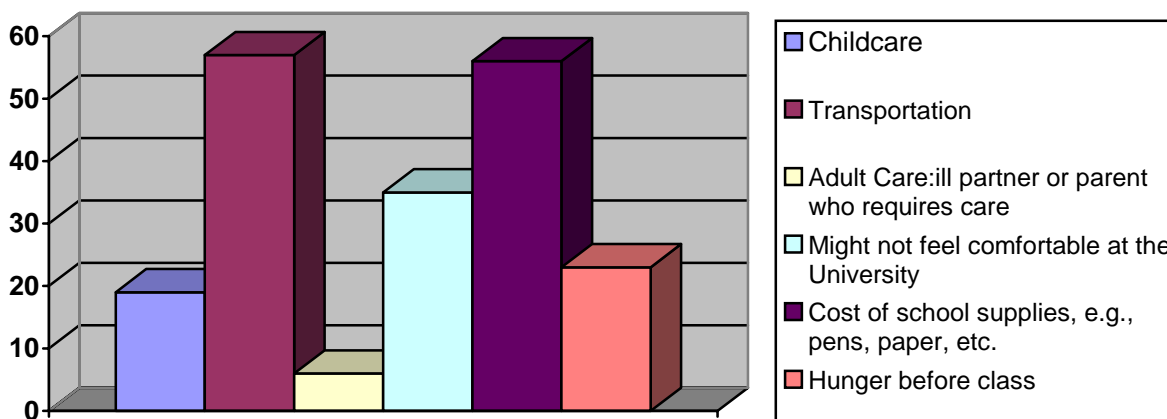
In selecting possible areas of interest for future study, potential students selected from the list provided on the questionnaire. These areas of interest included: 32.6% (30 of the 92 respondents) selected English and Social Work; History was selected by 31.5% (29 respondents); Sociology was selected by 29.3% (27 respondents); Women's Studies 25.0% (23 respondents); Indigenous Learning 21.7.2% (20 respondents); three areas of study Education, Philosophy, and Visual Arts were chosen by 19.6% (18 respondents); Not Sure 10.9 % (10 respondents); and, Religious Studies 9.8% (9 respondents). Also, 18.8 % (17 respondents) did not respond in this area although of this group many added their own area(s) of interest.

If not listed, please add:



Computers was added as an area of interest by 3% (3 of the 92 respondents); whereas, 2% (2 respondents) indicated Psychology, Nursing, Cooking and Aviation. Other areas which were selected by individual respondents were: Criminology, Volunteer Work, Mechanics, Secretarial Arts- working in office, Law Enforcement, Space, Grade 12, Naturopathy – Holistic Healing, Video Game Design, Science and Plumbing.

**3. What may be some of the barriers to you attending class or learning?
(Check all that apply)**



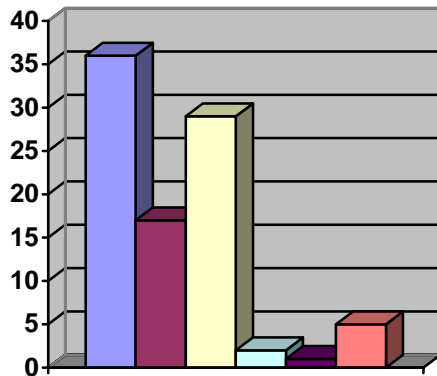
	Frequency	Percent
Childcare	19	20.7
Transportation	57	62.0
Adult Care: ill partner or parent who requires care	6	6.5
Might not feel comfortable at the University...	35	38.0
Cost of school supplies, e.g., pens, paper, etc.	56	60.9
Hunger before class...	23	25.0
Missing	8	8.7

62.0% (57 of the 92 respondents) identified transportation as a barrier to attending class or learning, which was followed by: cost of school supplies, e.g., pens, 62.2% (56 respondents); might not feel comfortable at the University 38.9% (35 of respondents); hunger before class 25.6% (23 of respondents); childcare 21.1% (19 of respondents); and, adult care: ill partner or parent who requires care. In addition, 8.8% (8 respondents) did not fill out this section although some from this group along with other respondents added to the list of barriers to attending class or learning?

If not listed, please add:

Barrier(s)	Number of respondents	Barriers(s)	Number of respondents
Working	5	“Scared, colour, race”	1
Clothing	4	Did not finish high school	1
Health e.g., HIV or Paralysis	3	Need breaks to visit family	1
Learning disability	3	Not up to passing the course	1
Reading/Writing/Spelling	2	Perceptually & auditory processing problems	1
Concentration	2	Fear of failure	1
Anxiety	2	Caregiver	1
Math skills	2		

4. What is your age group? (Please check one only)



	Frequency	Percent
18 to 25	36	39.1
26 to 35	18	19.6
36 to 55	30	32.6
56 to 65	2	2.2
Older than 65	1	1.1
Missing	5	5.4
TOTAL	92	100 %

The largest age group represented was 18 to 25 with 39.1% (36 of the 92 respondents) falling into this age arrange. This was followed by the age groups: 36 to 55 with 32.6% (29 respondents); 26 to 35 with 19.6% (18 respondents); 56 to 65 with 2.2% (2 respondents); and, Older than 65 with 1.1% (1 of the respondents). This question was either missed or not answered by 5.4% (5 out of 92) respondents.

5. In your opinion, what would you say is the most important thing the Operational Planning Committee for Humanities 101 should keep in mind as they attempt to establish this program at Lakehead University. (Use backside of paper if necessary)

- “Accessibility”
- “To help out each student and make sure they complete their work”
- “Not sure”
- “Don’t know”
- “Individuals attending may need supportive environment ... Courses/classes less structured. Staff – teachers, 1 – 1 tutoring.”
- “It is also important to recognize the unique needs of each participant. Each may have individual barriers and/or limitations.”
- “To have a worker for the course who has dealt with people living in poverty or who have mental health issues.”

- “The cost of books could prohibit a person on low income from getting involved.”
- “That school books and supplies be there for free.”
- “These people are gonna be poor”
- “We all have disabilities”
- “Lack of money”
- “Students should want to honestly to go to school. The program should help them with this.”
- “That funding be secured to ensure completion”
- “Must finish before 6 p.m. – do not want to travel at night.”
- “To continue the classes”
- “Rejection, failure”
- “I think it is very important for the committee to keep in mind that people with children can sometimes have a hard time with childcare and finding childcare especially if the child is sick. Because of this a lot of students with children tend to miss out on classes and then be punished for it later for putting their children first.”
- “The cost of school ”
- “Feedback to students”
- “My appearance”
- “Equal rights”
- “Aboriginal component to program designed by Aboriginal”
- “Everyone should feel comfortable”
- “My illness”
- “The condition of people coming to course – for me I have a hard time with my medication – remembering – could affect performance at school.”
- “My job, my rent, my grades”
- “Offering classes at later times”
- “My fault; my inability to keep good grades”

- “To try and give an accurate profile of university or educational life.”
- “Learning disabilities”
- “Learning how to use a computer”
- “Cost and available times for classes”
- “Age of students”
- “Have help on hand for students with learning disabilities”
- “That poverty exists in all of us”
- “Relapse of mental illness; symptomology”
- “Everything”
- “Set-up a upgrading course for adults who have previously dropped out of school or are illiterate.”
- “Time required out side of class to study & do research”
- “How expensive school is”
- “Make the course affordable”
- (Person already in university) “What will you do to help me if I have the desire and motivation to learn more. Will I get access to share in courses the university can offer the same as other students. Will there be any funds to help me at least keep going for a class or two a year so I can feel I share the knowledge everyone in society shares?”
- “I want you to know that if you give something do not take it back as it hurts twice as much or will open wounds”
- “Not all people are the same. Do not put people where they would not feel included.”

6. If you were designing this course what mistakes would you be sure not to make? (Use backside of paper if necessary)

- “I’d make sure all the work is well organized for the students so they won’t be confused.”
- “We all make mistakes, we learn.”
- “Not sure”
- “Unsure’

- “Don’t know.”
- “Ignorance”
- “Have learning assistance center available to students (for note takers, special arrangements for exams, etc.).”
- “To give extra time for assignments, to know that computer work will not happen if there’s not enough money. Hunger may lead to lack of sleep this may cause slow learning. Morning classes may not be the best way for most people.”
- “Different people have different problems – take into account different learning styles.”
- “Just be respectful to any people with special needs”
- “Not attending”
- “Not too many students in class”
- “Make sure to be on time for school. Make sure exams and lessons are marked correctly”
- “Life experiences”
- “What do you do to determine eligibility? i.e. Ontario Works, Métis/Status Indian – marks or grades in school.”
- “It would be hit or miss because you wouldn’t be too sure of all the situations that could be presented.”
- “Money, girlfriend”
- “My child getting sick during school”
- “Don’t want to be centered out”
- “Skipping out”
- “People ripping them off for money”
- “Too rigid – too easy”
- “Not to turn-away people or potential parents who want a better education”
- “Understanding about Native issues”
- “I would not assume all people have the same advantages as others may have \$\$ speaking”

- “I would go at everyone’s speed and ability. And, to be open and friendly.”
- “Proper help given when needed by people who learn at different speeds”
- “Keep the program planning and out time open so those who experience a slower pace do not feel inferior to others. Do not only offer the one course. If a person wants more after getting to ‘drink at the fountain’ everyone deserves more.”
- “Do not do half *? \$ job, do it right or not at all.”
- “I would make sure that all information and dates were organized properly.”

Other suggestions/questions

- “I go to university. There are barriers for me. I collect OSAP and I am currently in school. I go to food banks. I cannot even pay for a cup of coffee at school. I feel ostracized from my peers because I cannot attend functions they can.”
- “I have been listening tonight when several people filled out your questionnaire. One threw it away because he could not understand the questionnaire. Wanted to know what humanities was. Did not understand what was wanted by barriers. Wish you had examples. Did not understand design mistakes in a course. Give examples.
- “Everyone should get to experience how the other half go to school”

6.0 DISCUSSION (POTENTIAL STUDENT QUESTIONNAIRE)

Clearly, there was an interest expressed in attending Humanities 101 in the future although the written comments seem to plea for understanding and fair treatment. Considering that only twelve agencies (11 responded) were involved in this report, this writer believes the response was encouraging. With 77.2% (71 of the 92 respondents) indicating yes they would be interested in attending Humanities 101 14.1% (13 respondents) answered no and 8.7% (8 out of 92) of the responses were missing. This is more remarkable when the reader considers that Humanities 101 does not yet exist at LU as an actual program. Therefore, these responses may reflect a genuine desire by those living in poverty in Thunder Bay to enrich their lives through education. This is not meant to be an attempt to generalize these findings, but only a suggestion to assist the reader while reflecting upon this report.

In addition, why this desire has not already been realized may be better understood while examining some of barriers presented to those facing the challenges of living in poverty. For example, the university student who filled out a questionnaire that survives with the assistance of food banks while feeling very much excluded in the university environment. For this writer, this represents another of the challenges facing the Operational Planning Committee for Humanities 101 and presents itself as a theme within the data: to address the financial barriers in such a manner that assists the students in a dignified manner and aids in the student's level of comfort in this new environment. In the written statements from potential students, which further support this argument, concerns about the expense of school and money in general are often mentioned. Further, 38% (35 out of 92) respondents feel they may be uncomfortable at the university. For anyone that has been in a situation that they could not afford, they may recognize this apprehension. Then, add to this, the fear of not being accepted or treated fairly because of your "race" and the barriers begin to appear monumental.

Again, there is a concern about discrimination. As this writer read the responses given by potential students, three words that stood alone and were offered as possible barriers, seemed to jump off the page: "scared, colour, race". As this writer is not a minority or person of colour, this writer is not capable of capturing the depth of significance of these words although this writer believes each reader of this document should try. In addition, the word "scared" may also capture again the theme of apprehension. Conversely, the call for "equal rights", First Nations involvement in the program, sensitivity to poverty and mental health issues suggest that potential students see these challenges as being addressable. Moreover, there appears to be a

general request for understanding and explanations of what the potential student will need to do for success.

Clearly, students' talk about challenges but the theme in this area seems to reflect strength and a belief in their own capacity to do their part if the program does its part. For example, the learning-disabled potential students present their disability as a barrier; the First Nation student racism; those living with mental illness mention symptomology; a mother - childcare with all of these positions being tempered by poverty although the responses do not seem to be admitting defeat at any level. The point being, their particular state of being as they understand it does not mesh well with the university environment. In fact, the potential students seem to recognize the limitations placed on some people within society in general, which they believe, will manifest as potential barriers in the university setting. Why else would they assume this the case in the university environment – they expect to be mistreated and/or misunderstood? Why should they not have these expectations if this has been their experience thus far in life? Therefore, this writer believes a strong undercurrent running through these responses is: I can succeed in the Humanities 101 program if I am treated fairly.

Another theme that surfaced was the working poor. Moreover, in both the employee and the potential student questionnaire employment was mentioned as a barrier. Consequently, 5.4% (5 out of 92) respondents expressing an interest in Humanities 101 are employed. Living in poverty and being employed is not a new phenomenon although for these potential students and the committee this may present some problems that need to be thought through. It has been this writer's experience that low paying jobs are less flexible when it comes to time off. Further, the poor are less likely to be able to afford to lose a shift to attend class as this may represent a person being unable to pay their rent or buy food. Yet, these people want to be considered while Humanities 101 is being developed. Further, this group may represent a large number of people who are not represented by any community organization. This should certainly be considered when recruiting students. This also represents part of the next and final theme.

In reviewing the results, the core theme seemed to represent struggles/concerns that many students face while in school. A lack of money, discrimination, equal rights, anxiety, work, childcare, transportation, substance use/abuse, food and learning disabilities are all challenges that many students must meet on a daily basis. Further, this writer would argue that the university makes every effort to accommodate students albeit this writer would argue there may still be work that needs to be done. Additionally, this type of environment suggested by the potential students and agency

employees may represent the ideal, which the university faculty, staff, and students are already striving for. Ultimately, these are very reasonable requests. Consequently, the challenge appears to be: to provide a financial bridge in which those living in poverty can use to cross into a campus environment which reflects the highest ideals of Lakehead University.

7.0 RECOMMENDATIONS

1. The Organizing Committee for Humanities 101 should move forward with the next step in establishing Humanities 101 at Lakehead University.
2. Humanities 101 students should receive financial assistance. Clearly, without assistance, there is little hope that students will be able to overcome the above mentioned financial barriers.
3. Student and community social service providers should be involved in the development of Humanities 101. Furthermore, this involvement should be ongoing.
4. The Organizing Committee for Humanities 101 should make every effort to ensure that all committees have minority representation. This is particularly important in the area of First Nations People.
5. All future volunteers who will function as either faculty or volunteering in other capacities within the Humanities 101 program should receive sensitivity training in the areas of poverty and discrimination.
6. Social service agency employees and potential students should be brought in as guest speakers for committee meetings and when Humanities 101 volunteers receive instruction.
7. A system for receiving feedback from all Humanities 101 students should be developed.
8. Financial assistance and other services should be provided in a manner, which is dignified. For example, assistance for purchasing food on campus could be deposited into a student's account, which can be withdrawn with their student identification card.
9. A plan should be developed which focuses on when students complete Humanities 101 and will assist those who would like to continue their education.
10. An effort should be made to discover whether Humanities 101 could gain accreditation resulting in students receiving a university credit if they are successful in completing this university level course.

11. Every effort should be made to avoid making the students stand out as a special group on campus. Consequently, students should have the same rights, privileges and responsibilities as their fellow students.
12. The Organizing Committee for Humanities 101 should consider having some classes in the Humanities 101 course take place in the community before requesting students attend classes on campus. These classes could take place at different agency sites. This will also help students understand what the humanities represent and also ease the transition from community to campus.
13. Tours of the university should be organized for potential students.
14. It should be recognized that this is a situation where faculty will be in the role of both teacher and student and students of Humanity 101 will fill the same role. The point being, as has been discovered by others in the past that have been involved in similar educational experiences, all will receive the gifts of education. Therefore, this situation should not be thought of as an act of charity, but more so as a mutual exchange that results in the enrichment of our collective experience while offering all involved the opportunity to rediscover their own humanity through education.

APPENDIX A
PROJECT INTRODUCTORY LETTER

LETTERHEAD

Participating Agency

Date

Dear Participating Agency Representative:

My name is John K. Anthony and I am a MSW student at Lakehead University. I am conducting a research project in an effort to gather information for the Operational Planning Committee for Humanities 101 North at Lakehead University in an effort to establish programming at Lakehead University that if established may be beneficial to your clients. Consequently, I am requesting your agency's participation by having both your clients and employees complete a short questionnaire.

Participation in this research has no apparent risks and is completely voluntary with the option to withdraw at anytime.

Benefits of this project may include the establishment of a two-semester humanities course at Lakehead University that will assist those living in poverty gain a postsecondary educational experience. Equally important, this project will offer those living in poverty an opportunity to have a voice in the development of a program at the university which is intended to help meet their educational needs. Further, this information may assist in dispelling some of the myths surrounding those who face the challenges of living in poverty while leading to an educational experience that has proven to be empowering for its students.

All information provided will remain confidential and securely stored at Lakehead University's, School of Social Work for seven years. The questionnaires are to be returned without names. Also, no individual will be identified in any report of the results. On completion of my project a copy will be provided to your agency so that both your staff and the people they serve may have the opportunity to examine the findings.

Thanking you in advance for your contributions to this project.

Sincerely,

John K. Anthony, HBSW

APPENDIX B
AGENCY AGREEMENT FORM

LETTERHEAD

Date _____

Dear Participating Agency Representative:

In an effort to ensure that you have given permission for your agency or program's participation in this Masters of Social Work project and that your agency or program can be named in the final report, it is requested this form be completed. Further, by indicating your agreement for your agency's name to be used in the final report which will be presented to the Operational Planning Committee for Humanities 101 North at Lakehead University this should be done with the understanding that no questionnaire results will be directly connected with your agency or will any person including yourself be named in the final report. Moreover, your agency name will only be presented in a list with all other participating agencies in the final report.

Further, you may choose to participate in the project while at the same time requesting your agency not be named in the final report.

All information you provide will remain confidential and securely stored at Lakehead University's, School of Social Work for seven years. On completion of this project, a copy of the final report will be provided to your agency so that both your staff and the people they serve may have the opportunity to examine the findings.

I agree to allow John Anthony to conduct his Masters of Social Work project at the agency/program I represent (*Please check one only.*)

Yes

No

I agree to allow John Anthony to use the agencies/program name in the final report under the above-mentioned conditions (*Please check one only.*).

Yes

No

Agency/Program Name: _____

Position held within Agency: _____

Signature: _____ Date: _____

APPENDIX C
INFORMATION SHEET

INFORMATION SHEET

This project is intended to give a voice to marginalized people and community social service providers during the development of Humanities 101 North at Lakehead University. Recently, a committee was established at Lakehead University to examine the possibility of offering a two-semester humanities course to those living in poverty and whose life situations were preventing them from attending University. The hope is a course will be established which also assists the students overcome the financial barriers to attending class and learning. Moreover, it was realized that if this course was to be successful, all stakeholders should be involved in the development of Humanities 101 North. Consequently, John Anthony (MSW Student) developed this questionnaires and will use a system of gathering information, which will afford some marginalized people and community social service providers the opportunity to present their ideas while at the same time being able to maintain anonymity. Therefore, this project is not intended to represent research in the traditional sense, but is meant only to be a vehicle for conveying information from one group to another in an effort to make the process of program development as inclusive as reasonably possible and bring as many ideas to the table as possible.

Please keep in mind: participation in this questionnaire is completely voluntary; all information gathered will be considered confidential; no person will be named in this project or any other material related to the project (please do not put your name on the questionnaire); a copy of the final report will be made available for you to read at your agency; and, all completed questionnaires will be securely stored at the Department of Social Work at Lakehead University for seven years at which time they will be destroyed.

Thank-you for your assistance

APPENDIX D
POTENTIAL STUDENT SCRIPT

This script is being provided so all agency personnel can present the information about the project and Humanities 101 North in a consistent manner. Please use this information when responding to client's inquiries or when you contact clients to discuss this project and Humanities 101 North.

SCRIPT

The Operational Planning Committee for Humanities 101 North at Lakehead University is attempting to develop a two-semester course (one full school year), which focuses on the Humanities. The hope is to structure the course in a way that will assist those living in poverty overcome the financial barriers to participating in this course. As this course is in the developmental stage, the hope is that you as a potential student would assist in the development of the course by completing this short questionnaire. You are not required to give your name - please do not put your name on the questionnaire. Consequently, no participant's name will appear on the final report or any other document associated with this project. Furthermore, participation is completely voluntary and you may choose to stop at anytime or you may choose not to answer any question. In addition, no apparent risk to you has been identified in participating in this questionnaire. The information gathered from the questionnaire will be used to generate a report for the Operational Planning Committee for Humanities 101 North at Lakehead University that will be used in the development of Humanities 101 North. John Anthony, a Masters of Social Work student, will develop this report as part of a research project. Once the results are compiled and the report is written a copy will be given to the agency, which has collected this information from you. This report will be made available to you at the agency

In closing, all information gathered will be considered confidential. Further, all completed questionnaires will be securely stored at the Department of Social Work at Lakehead University for seven years at which time they will be destroyed. Finally, this questionnaire is intended to be taken by any person who is eighteen years of age or older who self determines that their income is low and who has a desire to learn.

Thank you for your assistance.

APPENDIX E

POSTER

HUMANITIES 101 NORTH

IF YOU HAVE A DESIRE TO LEARN

AND YOUR INCOME IS LOW

FREE UNIVERSITY COURSE



TALK TO A WORKER FOR DETAILS

APPENDIX F

REFERENCES

REFERENCES

- Berg, B. (1998). *Qualitative research methods for the social sciences*. Boston: Allyn & Bacon.
- Bishop, A. (1994). *Becoming an ally: Breaking the cycle of oppression*. Halifax: Fernwood Publishing.
- Creswell, J. (2003). *Research design: Qualitative, quantitative, and mix methods approaches*. Thousand Oaks: Sage Publications
- Freire, P. (1993). *Pedagogy of the oppressed*. New York: Continuum Publishing Company.
- Humanities 101 Homepage. (2004). *Humanities 101*. University of British Columbia. Retrieved May 31, 2004, from <http://www2.arts.ubc.ca/programs/humanities/H101.htm>
- Neuman, W. (2003). *Social research methods: Qualitative and quantitative approaches*. Boston: Pearson Education, Inc.
- Neuman, W. (2000). *Social research methods: Qualitative and quantitative approaches*. Boston: Pearson Education Company.
- Pfeiff, M. (2003, August). *Humanities 101*. Readers Digest. Retrieved May 24, 2004, from <http://www.readersdigest.ca/mag/2003/08/humanities.html>
- Shorris, E. (1997, September). *On the use of liberal education: II. As a weapon in the hands of the restless poor*. Harper's Magazine, 295, 50-59.
- Wilson, G. (1998). *Humanities 101 aims to break down barriers*. University of British Columbia. Retrieved August 15, 2004, from <http://www.publicaffairs.ubc.ca/ubcreports/1998/98mar19/human101.html>