

Supporting Activism in Peterborough: Building Relationships to Support OPIRG Working Groups

Includes:
Final Report

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Abstract

This paper evaluates the effectiveness of OPIRG Peterborough in supporting its working groups. The conceptual framework is built on a literature review drawing on relevant themes, policy review of PIRGS across Ontario and interviews from working group participants to identify working group dynamics and best practices. Results suggest that communication, training, networking, planning and reflection are areas in which OPIRG both demonstrated strengths and weakness. Recommendations for OPIRG staff and working group members are included. This study extends previous discussion on effective campaigning and relationships between OPIRG and working groups by implementing planning mechanisms within the working groups and offering networking opportunities on a local, provincial and PIRG to PIRG basis.

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Executive Summary

The purpose of this project is to evaluate and identify how effectively OPIRG Peterborough is currently supporting its working groups. Our research identifies ways in which OPIRG can strengthen its relationships with working groups and strengthen the campaigns of the working groups. “*Supporting Activism: An Evaluation of OPIRG’s Working Group Advocacy*” is an attempt to create a dialogue between members of the working groups and the OPIRG board and staff members to determine whether their current practices can be improved to carry out their objectives of making both the community and student advocacy more accessible.

Our analysis includes an extensive literature review to identify best practices within the working groups. We then reviewed policies from four other PIRGS to identify supports and procedures that may be different from the Peterborough PIRG. With our literature review, policy review and interviews we identified the following four overarching themes: *communication, training, networking and planning and reflection*.

For communication, we have mixed results as some participants reported having regular communication with OPIRG while list others reported not having regular communication with OPIRG and confusion about who to contact. The working groups who reported having regular communication with OPIRG were the most members in the most active and largest working groups. Our main recommendation is having clear concise guidelines set in the policy that require the working group to appoint a liaison, discuss the responsibilities of this liaison (what information to share and who to report to), and outline measures taken if responsibilities are not met. In addition, these guidelines should be reviewed with the working group at the beginning of each year. This provides transparency about communication between the working group and OPIRG and establishes a pro-active solution to ensure regular communication.

For training, we found that OPIRG offered Consensus Based Decision Making in the fall semester and Anti-Oppression in the winter semester. All members indicated the importance of offering this training on a regular basis and making it more accessible for all members. We also found that workshops on campaign strategy and meeting facilitation were offered on an on-demand basis. Our study participants reported they were unaware of this training. It was reported that meeting facilitation training would not be beneficial to their working group; however the campaign strategy workshop was indicated by all participants to be helpful. Some of our recommendations include offering workshops on a more regular basis to provide more opportunities and improve accessibility. Due to limited capacity at OPIRG one option to provide more accessible training could be to utilize the OPIRG YouTube channel. By doing this, working groups would be able to access the training at any time.

For networking, we found three areas of interest, which include networking locally, provincially and PIRG wide. Our interviews found that groups who were associated with larger organizations or campaigns demonstrated successful campaigns. Participants indicated that when they were connected with larger campaigns it was beneficial to their group because they were provided with knowledge, strategies and platforms which they could implement in their working group. We also found that when OPIRG assisted the working group in doing outreach within the Peterborough community, the working group involves more members which results in being more active and hosting more events. We recommend that OPIRG continues to assist the working groups in doing community call outs, to help the working group grow in numbers. In addition, we recommend that OPIRG strives to connect the working group with other organizations or campaigns that are targeting the same topics of interest. Lastly, we recommend future research into creating a forum where all PIRGS across Canada can connect working

groups with one another. Providing this opportunity has potential to allow the working groups to stand in solidarity with one another and potentially strengthen the campaigns overall.

For planning and reflection, we found the McMaster OPIRG includes a planning and reflection procedure within their policy. Our literature review illustrates the importance of such a procedure and demonstrates how this procedure can contribute to the working group having a larger impact. We found in our interviews that working groups that took part in a planning procedure (through Consensus Based Decision Making workshops) were associated with the most active campaigns. In addition, the members who did not implement such a procedure reported that this would be beneficial for their group. Our recommendation is to implement planning and reflection procedures that have clear concise guidelines set out within the working group policy and in the orientation meeting. In the beginning of the year, the working group would be required have an orientation meeting to review guidelines and receive Consensus Based Decision Making training which would help them set out a vision of their working group, goals they want to achieve and the steps needed to take them. At the end of the year, the working group would reflect on their abilities to meet the goals, identify some strengths and weakness, indicated helpful points, provide a future vision and possible networking opportunities, and lastly provide feedback for OPIRG and identify and opportunities in which OPIRG could improve support for the working group. We recommend that this entire process be saved on a database in which future working group members can access anytime, which would allow any future and new members to see the growth of the working group. Moreover, with working groups providing feedback and suggestions to OPIRG on an annual basis there is opportunity for OPIRG to continually strive to improve the relationships with the working groups and potentially strengthen the campaigns within the working groups.

1. Introduction

In Ontario, there are a few organizations that currently support student advocacy and community-based activism that promote civic engagement and social change. Public Interest Research Groups have emerged since 1973 as not-for-profit support-organizations that build on a tradition of social advocacy and work alongside students and community members to support activists in their early stages of advocacy.

Our evaluation focuses on the work of one public interest research group, namely OPIRG in Peterborough. OPIRG Peterborough is an independent, non-profit organization that has acted as brokers between Trent University students and the local community members to provide a space and the resources needed to make a difference in the community. Over the course of over 40 years, OPIRG Peterborough has continued the long tradition of campus-based student advocacy that is committed to shedding light on relevant social and environmental justice issues. One way this is achieved is by supporting working groups, which are autonomous, issue-based groups working on specific campaigns. Working Groups (WG) are a large part of the PIRG organization and it's important to ensure the WGs are running effectively so they can have a larger impact on the community. As OPIRG is an organization that targets social and environmental justice, the WG structure provides a platform to have more of an impact, gain more ideas, discuss more topics/issues and ideally lead to more justice and advocacy. However, little has been done with regard to investigating the relationship between OPIRG and its Working Group facilitation and participation. One of the challenges to this investigation is that due to OPIRG Working Groups' autonomy in staying an active or inactive activist, there are many groups that form and dissolve

over the years. Therefore, this evaluation seeks to inform the relationship between some of the current working group members and OPIRG's board of directors/staff. This is an important step for organizations like OPIRG that should help them to reflect their current performance and to develop strategies to address any shortcomings we have identified in this evaluation in order to maximize the impact of Working Groups both as part of OPIRG and the local Peterborough community in the future.

Our research report is organized as follows: we begin our report with our methodology that address key terms, addresses our research questions, and explain our use of semi-structure interview in our evaluation. In this section we also outline the obstacles that we anticipated in our research. We then include an extensive literature review to identify best practices within the working groups. In this section, we use existing literature to examine the perspective of OPIRG in relation to broader themes that make up strong not-for-profit organizations. Our analysis also reviews policies from four other PIRGS to identify supports and procedures that may be different from the Peterborough PIRG. With our literature review, policy review and semi-interviews (methodology) we identified the following four overarching themes: *communication*, *training*, *planning and reflection* and *networking*. This is followed by sections 4 and 5 in which we present the findings based on the data we collected in our nearly 4 month evaluation project.

With regard to OPIRG and its relationship with Working Groups, we maintain there have been both positive and negative experiences with the experience of being a working group member promoting social/environmental justice advocacy. The determining factors for successful campaigns were more frequent communication with OPIRG, attendance in training sessions, networking both inside and outside OPIRG, and strategic planning. Alternatively, Working Groups that had little or no communication with OPIRG, little or no formal planning, little

networking were generally associated with less active campaigns. Overall, it was demonstrated that OPIRG is effectively supporting some groups and it is recommended that OPIRG implement the same support for all of the groups. Finally, our report ends with concluding remarks that summarize the evaluation, findings and recommendations of our research.

2. Research Methodology:

2.1. Key Research Question(s)

The purpose of this research is to evaluate how effectively OPIRG is currently supporting these working groups, while also identifying ways that OPIRG can improve the relationships with the working groups and helping the working groups strengthen their individual campaigns.

Based on this purpose statement, the project evaluation will pose the following research questions:

1. How *effective* is OPIRG in supporting its working groups (i.e. what's working and not working?)
2. How can OPIRG strengthen relationships with its existing working groups and potentially strengthen the working group's campaigns?

3.2. Research Design Key Research Question(s)

R1. How *effective* is OPIRG in supporting its working groups (i.e. what's working and not working?)

To address this question, our evaluation consisted of gathering information about what services OPIRG Peterborough offers from the website and the current coordinator. We then conducted semi-structured interviews to gain first-hand knowledge about the services being utilized by the working groups. In addition, our interviews investigated the processes new working groups went through to start up and how OPIRG supported them with this. Lastly, we conducted a comparative analysis using the information gathered from the website, coordinator and interviews to answer how effective OPIRG is at supporting its working groups.

R2. How can OPIRG strengthen relationships with its existing working groups and potentially strengthen the working group's campaigns?

To address this, the research design drew on the information retrieved from semi-structured interviews, policy review and a literature review. The 'literature review' (*Section 3*) and 'policy review' (*Section 3*) component were conducted to compare activities of OPIRG with other organizations that involve activities that are similar to the ones carried out by OPIRG's Working groups. This allowed us to identify factors that other programs have used in improving support, strengthening relationships and leading to successful campaigning. Secondary sources of information consisted of materials housed at OPIRG along with evaluations of related programs, project documents and so forth. We then conducted a comparative analysis between the Working group Policies for five different PIRGS, including Peterborough. We used grounded theory by establishing patterns and themes based on our primary data. With the patterns identified we were able to establish how OPIRG currently supports Working groups, if OPIRG can improve the relationships with the Working groups, and lastly if OPRIG can assist in strengthening campaigns. What follows is a literature review (*Section 3*), policy review (*Section 3*) and the findings (*Section 4*) based on information gathered from our five semi-interviews. This is followed by recommendations (*Section 6*) that propose potential practices OPIRG can either adopt or revise in its current practices in dealings with the working groups, with the aim to improve their facilitation.

2.2. Assumptions/explanatory proposition

OPIRG Peterborough aims to provide a space and resources for Peterborough and Trent community members to work on programs, awareness-raising campaigns, workshops and other activities focusing on social justice issues; to encourage a critical approach to the institutions and

systems students are learning about in classes; to facilitate skill building that will enable students to use their academic knowledge for social change. Based on our research, OPIRG aims to obtain a clear sense of the effects of their support on working groups in carrying out their campaigns which could be used to enhance OPIRG's support for the working groups to better the needs of the students and community for a successful future for civic engagement in Peterborough.

2.3. Operationalization of term/concept(s)/names of variable(s)

Efficiency – According to the OECD Development Assistance Committee (DAC) definition, efficiency is “a measure of how economically resources/inputs (funds, expertise, time, etc.) are converted to results” (Shaffer, 2015). There are a few distinctions to be made about efficiency. One, efficiency by definition measures the ‘transformation efficiency’ i.e. how *efficiently* the ‘inputs are transformed into results’ (Shaffer, 2015). Two, the ‘results’ component of the definition refers to the ‘results as outputs’ which are the outputs that are associated with the inputs of a given program (Shaffer, 2015). The efficiency indicator seeks to answer the fundamental question for the evaluation: what is the relationship between economics resources of the program and its resulting social outcomes/impacts?

Effectiveness - Effectiveness is different from efficiency. Effectiveness measures how well an intervention transforms inputs into outputs, like efficiency. However, unlike efficiency, *effectiveness* of the transformation of inputs into outputs does not include the associated costs. According to Shaffer (2015), there are three levels of Efficiency Analysis that seek to measure the transformation of inputs into outputs. Our research focused on a basic level of analysis of efficiency i.e. Level 0, which ‘describes or provides an opinion on some efficiency-related aspects of an aid intervention (e.g., personal judgments on efficiency)’ [Shaffer, 2015]. In

terms of OPIRG and its working groups, our report assessed whether or not the services that OPIRG offers led to successful and active working groups and campaigns.

2.4. Research parameters (time and space; populations; context)

This research component of this project took place over the first three months of 2015. The locations for the project are broadly defined as Trent University and the Sadleir's House in Peterborough, Ontario, Canada.

3. Literature and Policy Review

Literature

This section is included to draw relevant information and evidence from existing scholarly work and to provide a theoretical framework to open the discussion of each of the components of our research question findings. During the evaluation, our literature review along with the policy review helped us design our semi-structured interview questions. The literature review helped us develop an analytical framework that guided us through the rest of the research process.

3.1. Student Activism

Student activism is an important part of many students' undergraduate experience, especially those wanting to become both more aware about different social and environmental issues and more politically involved on campus. The experience in political involvement as students may lead to potential career paths in the future, for example, in social work. As one study suggests, "professional social workers who have had some active political participation as students are more likely to become involved in political activity as practitioners" (Lane et al, 2014, pp. 535). Driven by a sense of concern, students who are politically active on campus report being assertive in contributing toward "bridging the gap between policy and practice" (535). This suggests that students concerned about social justice issues may choose careers in the future driven by their passion for political participation.

Student advocacy may take the form of pressure groups. Pressure groups are defined simply as "an organization whose members act together to influence public policy in order to promote their common interest" (Bégin-Caouette & Jones, 2014, pp. 413). Bégin-Couette and Jones (2014)

argue that there is an assumption associated with the concept of pressure groups that since individuals form groups around their interests, they will automatically take measures to pursue those interests (pp. 413). To distinguish pressure groups from other kinds of advocacy groups, Bégin-Caouette and Jones (2014) propose criteria of five things that determine a pressure group: “organization, a desire for influence, membership, common interest, and substantial autonomy in the use of resources” (pp. 413). With this broad criteria, several kinds of student advocacy groups fall within the category of a pressure group. One type of pressure group is the Public Interest Group which is discussed in the following section.

3.2. Public Interest Research Groups

Public Interest Groups, sometimes known as “Pressure Groups”, are advocacy organizations that promote issues of public concern such as protection of the environment and human rights (Thomas, 2015). Public Interest Research Groups (PIRGs) are non-profit organizations that carry out grassroots advocacy in hopes to address government policy by putting forward public concerns. For example, OPIRG does social and environmental justice advocacy throughout Canadian University campuses.

As part of a democratic society, PIRGs are forums which can unite individuals to organize and promote their particular vision of what the future of the country should look like (Child & Grønbjerg, 2007, pp. 260). In both Canada and the United States, PIRGs play an important role in “pressuring government to respond to disadvantaged groups, preserving values or historical artifacts, or attending to unresolved problems, whether locally or across the world” (Child & Grønbjerg, 2007, pp. 260).

National OPIRG Chapters

The Working group Guide (2015) introduces the Ontario PIRG Network as “comprised of 11 autonomous, non-profit, university student-funded and student-directed organizations that conduct research, education and action on social and environmental justice issues”. The PIRG Chapters across the province “meet several times a year and frequently exchange ideas, share resources and work together on campaigns”. Even though each PIRG and its respective board members are autonomous in carrying its everyday decisions, the broader network is useful in providing training opportunities, as well as “Public Interest Schools”, board and staff meetings and collaborative projects (OPIRG, 2015).

3.3 Host Organization’s Perspective

The “Working for Change” Model

This Model as outlined in the WG Guide Vol. 1 (2015), provides information on how OPIRG encourages student advocacy. The model is built on ideas that help both new and existing working group members to define their plan of action in their particular social and/or environmental justice issue of interest. The document situates OPIRG as an organization that is available to tend to each of the needs of the working group members. It also outlines OPIRG’s values as a non-profit organization promoting student and community activism such as: “Your Actions Will Affect Your Peers and Your Successors”, and “Every Moment Begins With Individual Actions”.

According to their website (2015), OPIRG Peterborough was established in 1976

“as a campus-based, community-oriented, non-profit organization committed to research, education and action on social justice and environmental issues. Each year, OPIRG staff, board members and volunteers organize speakers, films, conferences, publications and campaigns on a wide variety of topics that fit within their mandate. They also offer skills development workshops and research-for-credit opportunities. A volunteer board of directors works with one full-time staff person and several part time student staff people

to administer the office and resource library, develop programming, allocate resources, and network with other campus and community organizations. The board of directors uses a consensus decision-making process and meets fortnightly during the school year. Board members are democratically elected annually and usually serve a two-year term. OPIRG is an autonomous member of a provincial affiliate network with eleven organizational members” (OPIRG, 2015).

OPIRG Peterborough’s Mission Statement

OPIRG works to create and sustain student and community-based engagement through research, education and action on social justice and environmental issues; challenging oppression in all its forms; and using consensus-based decision-making in a non-hierarchical and accessible setting.

Working Groups

One way OPIRG works to “create and sustain student and community-based engagement” is by supporting activism through working group (WG) engagement. Working groups are groups of volunteers who choose to focus on a particular issue or a set of issues (OPIRG, 2014). These issues are loosely defined around the framework of social and environmental justice because the idea is for participants to become involved in the process of coming together to share knowledge about the issues that the students think are important (Davidson, personal communications, 2014). By doing so, the students become the agents who can inspire change by i) outlining their social/environmental justice issues, and ii) encouraging others to join them and become “concerned, informed, and active in their community” through process of meeting frequently in the working groups (OPIRG, 2014).

The social and environmental justice issues cover a wide range of topics selected by each working group such as human rights, animal rights, Canadian mining, Palestinian solidarity, food sustainability and fair trade. Some general guidelines for forming a group around a particular issue are as follows:

The membership and specific goals of the working groups can vary with time in order to reflect the interests of the members and to remain topical. It is also possible for volunteers to form new working groups in order to address new issues. Working groups are essentially collectives - groups of people who voluntarily agree to work together on a common issue towards a common goal while sharing responsibilities and decisions equally” (OPIRG, 2014).

Therefore, the students have the flexibility in choosing a specific issue or concern and propose to start a working group based on the support from peers and the board of directors.

Moreover, under the “Working for Change” Model, OPIRG combines the Peterborough community (inclusive to non-students) and the student activists on Trent campus. “It is neither an exclusively campus or community organization, but provides a way to connect the two” (pp. 14).

Financial Support

Each Working Group is allocated a certain amount of financial budget which can be made available to them upon request. According to OPIRG’s website, each working group gets a base of funding of \$100. The working groups are encouraged to draft a budget for their activities, which gets approved by the Board of Directors. If additional funding is required for a project, a proposal for “additional funding” is submitted to the Board for approval (OPIRG, 2015). Apart from meeting budget needs, working groups are encouraged to use the OPIRG’s Saddler House space which includes facilities such as the photocopier, computers, scanner, printer and art supplies that are available for use at any time.

OPIRG’s Expectations

While there is flexibility and group autonomy in working groups, OPIRG does require the participants to abide by certain rules and regulations. More recently, some guidelines that the members of Working groups are expected to adopt include:

- attending OPIRG's free workshops on consensus-based decision making and anti-oppression (once per semester)
- appointing a representative who acts as a "point of contact" between the WG and the OPIRG Board of Directors
- allowing an OPIRG representative (the volunteer coordinator) to attend group meetings to provide information about their responsibilities as a WG.

3.4 Communication

Communication is the means by which organizations share information both formally and informally. Good communication, both intragroup and in the broader community, is essential in the maintenance of organizations, be it pressure groups, student activists, or non-governmental organizations. Studies have found the importance of both intragroup communication and communicating with the broader community. One such study, Biddix (2009), deals with intragroup communication and argues that in civic engagement, communicative technologies play a key role as they shape how students choose to organize and protest on campus (pp. 140). With the increasing use of technology, some of the approaches that are used by students to organize for socio-political causes on campus and in their communities include web sites, blogs, dialogue on campus and in letters to the campus newspaper and email (Biddix, 2009, 140). This has resulted in both an increase in interest in activism on campus as well as made it easier for students to organize.

With advanced technology, students have become more aware of social justice issues. The accessibility of information available on the internet over the past few decades can be largely attributed to this rise in awareness. For example, a student activist group from Washington

wanted to learn to access information on living wage policies which were available widely online but to a limited degree in their campus and local libraries (Biddix, 2009, 142). With more informed students, Biddix (2009) argues that communication has become widespread both amongst student activists and between university administrators and student activists. Furthermore, student activism is building on tradition of advocacy that allows them to be more effective organizers (Biddix, pp. 142, 2009). By adopting values of civic engagement, student organizations adopt democratic measures to ensure their voice is heard on campus, as Biddix (2009) argues the students realize that “while all community members may not agree on an issue, the environment must be not only conducive to dialog, but also non-disruptive for other community members” (pp. 140). These practices of improving dialogue and communication are important in shaping the future of student advocacy.

3.5 Strategic Planning

In addition to efficient communication channels, an organization thrives when it has clear vision, and a way to communicate that vision clearly to its members. One form of strategic planning that may also be adopted by pressure groups is Results-based Management (RBM). One type of RBM was inspired by Harvard’s lecture series on “Psychology of Leadership” by Tal Ben-Shahar (2007) who establishes the importance of strategic planning in organizations. Successful organizations often have five key components of strategic planning: a vision, a mission statement, long-term goals, core values and a vivid description. He addresses three steps to make the process of translating effectively the vision of an organization to its members and various stakeholders: i) Knowing how to define your vision appropriately ii) Knowing why organizations need to set a vision iii) Knowing how to effectively communicate the vision.

Professor Ben-Shahar (2007) broadly defines a vision as “a portrait of the future that grabs” and then lists the five components that a well defined vision should include. First, a mission statement, which is “a statement expressing the person’s or organization’s underlying reason for being”. Second, long-term goals which, as Ben-Shahar describes, are like “the guiding star” because they are concrete, “like a distant shore that you want to get to”. He argues that successful organizations are ambitious and realize that they have only a 50% chance of attaining the set goals. Third, the vision should include core values which are “an organization’s or person’s most fundamental and inviolable codes of action” (Ben-Shahar, 2007). These can be either implicit or explicit, but are ones that drive the members of the organization to be accountable to their real purpose. Finally, a vivid description which “brings the vision to life using words that create images”. The use of pictures, images and narrative are used by successful organizations to become more memorable, and also forms an important part of communicating the vision.

3.6 Training

Briefing and training workshops are an important resource for activists in both their particular cause and their interpersonal skills is important for effective advocacy. There are many types of training that increase a participant’s interpersonal skills and their knowledge about a particular subject of interest.

Training promotes positive learning outcomes of participants engaged in advocacy. Lane et al (2014) quoted a study that observed the effects of community organization courses (or training) on student participants, and determined whether or not the learning outcomes of the participants were positive (pp. 533). The results of this study found that the students indicated it beneficial to

be involved in organized training for social work placements. The students had a high rate of satisfaction and reported “feeling empowered, more self-confident, and with an increasing awareness of how their efforts could positively affect society” (pp. 533). This provides one of the many examples of how training in student advocacy can raise the effectiveness of students in organizing and adopting “best practices” in their particular context.

Consensus Based Training

An example of a training workshop to facilitate student activism is Consensus Decision Making (CDM). The Seeds for Change Lancaster Cooperative (2013) define consensus decision making as “a creative and dynamic of reaching agreement between all members of a group. Instead of simply voting for an item and having the majority of the group getting their way, a consensus group is committed to finding solutions that everyone actively supports – or at least can live with” (Seeds For Change, 2013). This model is an alternative to ones that allow “side-taking, point scoring and strategic maneuvering” and instead encourages cooperative decision-making that provides an opportunity for all members to participate and come up with a collective consensus, after following a defined process. Adopted by many activists, coops and communities, CDM seeks to create an inclusive environment within a group that relies on a win-win approach to solutions to problems “that everyone agrees with the final decision” (Seeds for Change, 2013, pp. 6). As a result, the participants in the decision-making process are both motivated and committed to meet their set goal by “turning their decision into reality”. The following chart is proposed by the UK based organization that outlines the process of drafting proposals and reviewing them repeatedly in order to minimize disagreements over it through input by all members.

The consensus process

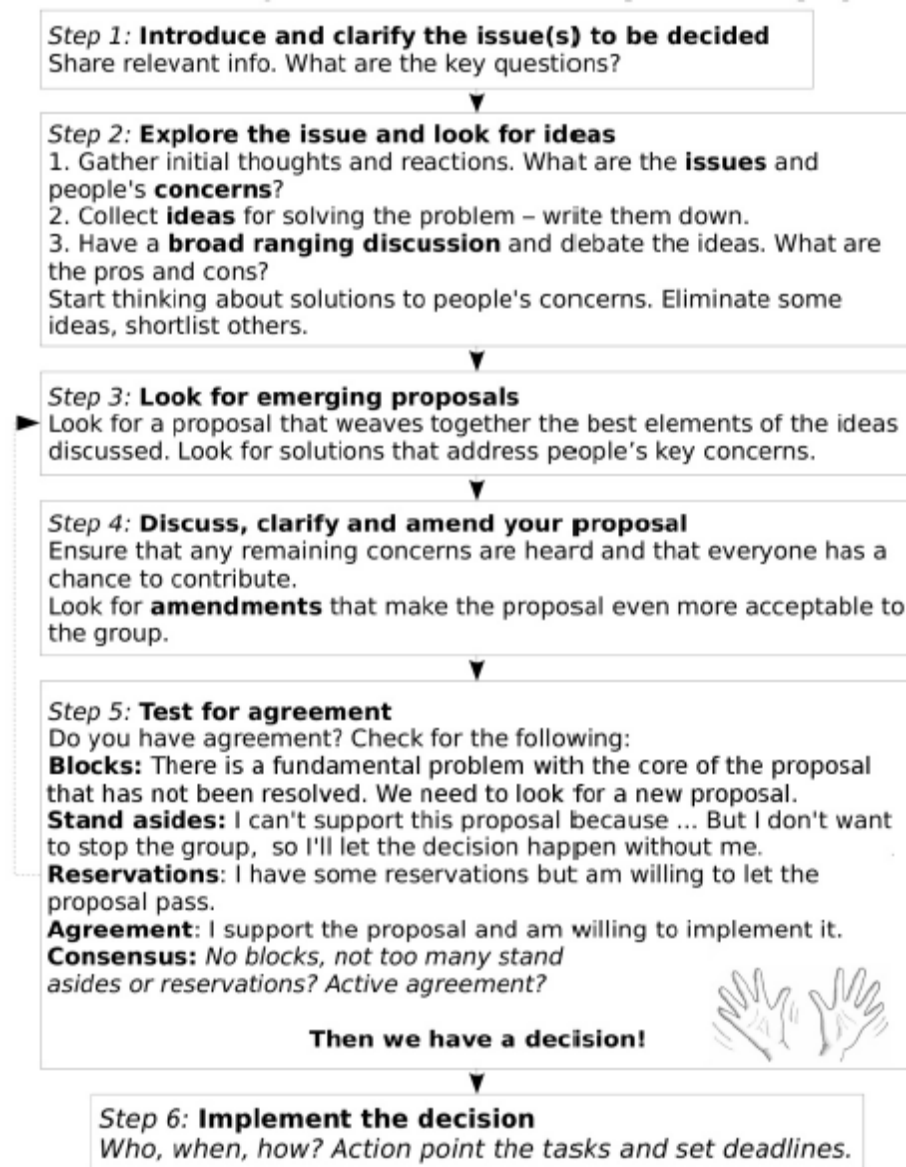


Table 1 The Consensus Process. Source: Seeds for Change (2013)

3.7 Policy Review

In addition, to the literature review, we reviewed four working group Policies from Waterloo, York, Ottawa and McMaster PIRGS to identify how other PIRGs provide support to working groups. In addition, we analyzed the different support that PIRGs across Ontario offer working groups as a means to identify if there is additional support that OPIRG Peterborough could be offering. For example, the McMaster OPIRG requires an annual working group evaluation form as part of their policy. This provides the opportunity for the working group to report activities, track progress related to their working group activity. Opening the communication between OPIRG and the working group regarding the progress of the working group is a potential way to strengthen the relationship. This communication has the potential to allow OPIRG to strengthen its relationship with the working group (by getting consistent feedback from the working group). In addition, this has potential to strengthen the activities/ campaigns by providing OPIRG the opportunity to make suggestions to the working group about ways to improve the activities/ campaigns. Consistent with our literature review, the four key topics found in our policy review were: communication, training, strategic planning and reflection.

Each PIRG has different guidelines within the policy that depicts how the working group will keep in contact with the PIRG. Waterloo's WPIRG addresses communication in the policy by clearly stating that the working group is required to appoint one member as a contact person for the Working Group. The contact person is required to provide a description of the Working Group, as well as keep WPIRG with up-to-date meeting times, events and campaigns. The contact is also responsible to ensure WPIRG receives advance notice of group events and any new contact information obtained by the working group. As for training, WPIRG states in the

policy that all working group members are required to attend mandatory Anti-Oppression, Consensus Decision Making, Meeting Facilitation and Campaign Strategy training.

York OPIRG policy states that all working group members must attend a mandatory Anti-Oppression training at least once a year. However, it does not state if there are any repercussions to not attending the training. In addition, there is nothing stated regarding communication within the policy that requires the working groups to provide a liaison for contact between the working group and OPIRG.

To address communication guidelines, Ottawa OPIRGs action groups (also known as a working group) policy states that each working group must provide one member to serve as a liaison between the group and OPIRG. The liaison is responsible for receiving and sharing information about how OPIRG can assist the group. The liaison is responsible to receive and share information about how OPIRG can assist the group, in addition, share all information regarding events and any new contact information. As for training, the working groups must send one member to the consensus and anti-oppression based training.

For communication, the McMaster PIRG policy states that each working group must provide two contacts, one of which must be a current student at McMaster University. As for training, each of the contacts is responsible to attend mandatory orientation, Consensus Decision Making and Anti-Oppression training. In addition, the policy states that if the two contacts fail to attend the above mentioned training without approval, the working group be suspended. It states that they must attend the next scheduled Board of Directors meeting to discuss the matter and identify the next steps needed to uplift the suspension. Providing clear guidelines for the working group to appoint two contacts, who must attend training, ensures the working group is receiving the training needed to be able to run the working group in an effective manner. In

addition, it is important to state protocol that is proactive in the case that the two members do not attend training, so working group members are aware of the importance of training and the measures if they do not attend.

McMaster OPIRG also conducts an annual evaluation which includes an annual report from the working groups. The report provides structure and must include a detailed report of all the work that the working group has accomplished through the year, an up-to-date list of members in the working group (two of which were reliable contacts listed on the application). Moreover, it requires a self-evaluation of the groups work, including the group's ability to complete the goals outlined within the application, and identify strengths and weakness the group has faced. Finally, the report must include a vision for the working group's future, which includes proposed future work and any new opportunities for OPIRG to support the working group. The designated contact person is the one responsible to hand this in to OPIRG and the policy also states that failure to hand in a report will be taken into consideration if the working group hands in another application.

With further investigation, the McMaster OPIRG website had digital copies of the annual evaluation; this evaluation consisted of two different components. First, there is a survey that queries how often the group met, how many members the group has, how many events the working group held per term, what communication tools the group used, what supports the groups utilized and how many members attended training. From the information obtained, McMaster PIRG identifies areas of weakness and sets goals to improve them. For example, they found low participation in workshops, so their goal for 2014-2015 was to increase participation in training workshops. Not only has McMaster implemented strategic planning for the working groups, they have also implemented strategic planning for what support they offer.

The policy for Peterborough OPIRG states that all working groups must submit a proposal submission. Included in this submission are the group's title, mission statement, description, informal action plan, designated contact member, and at least three signatures of group members. This demonstrates that the Peterborough PIRG uses the policy to outline an informal planning mechanism and guidelines about the appointed working group contact. The policy also clearly states an extensive list of the information that the working group is responsible to sharing with OPIRG, such as notification of meetings, events and other activities. In addition, this policy outlines that the working groups are responsible to submit an annual statement of intent that outlines the groups on-going interest in maintain the working group, state objectives, and update the contact list of the group's members.

4. Findings

Findings from our semi- structured interviews bear on the following two research questions:

R1) How effective is OPIRG in supporting its working groups (i.e. what's working and not working?)

R2) How can OPIRG strengthen relationships with its existing working groups and potentially strengthen the WG campaigns?

We have based our findings under four areas which are effectiveness of communication, training, networking opportunities, planning and reflection.

4.1. Effectiveness of Communication

When members of WGs communicated on a regular basis with OPIRG, they reported having a strong relationship with OPIRG. One member stated they had regular meetings in the OPIRG office which they reported as a contributing factor to maintaining regular communication with OPIRG. In contrast, other members who did not communicate as often with OPIRG reported their relationship with OPIRG as weak. When asked to clarify how it was weak they explained that they had felt confusion about with whom they were supposed to directly communicate within OPIRG due to the lack of regular communication with OPIRG.

The OPIRG Peterborough website states that working group members are to attend a mandatory orientation meeting at the beginning of each year. However, in our interviews, only one participant had reported attending an orientation workshop and reported this as beneficial, whereas the other participants stated they were unaware that was offered. Three members reported that an orientation workshop would have been beneficial to their working group.

One participant mentioned that members within their working group did not check their working group email on a regular basis. The reason highlighted was that the participant didn't know how

to access the email or OPIRGs email list, which was associated with an overall lack of communication between OPIRG and their working group.

One member stated it took six months before they were able to figure out all the support OPIRG offers (i.e. booking spaces) and that having an annual orientation that provides this information would be helpful.

4.2. Effectiveness of Training

OPIRG policy states that both Anti-Oppression and Consensus Based Decision Making (CBDM) will be offered annually. With further investigation, we found that OPIRG held the CBDM workshop in the beginning of the year and the Anti-Oppression workshop near the end of the academic year. Two participants reported that having an additional training regarding campaign strategy would be helpful to teach things such as poster making or how to organize a successful event.

All participants reported that the Anti-Oppression workshop was very valuable for their working group. One participant stated that if working groups took advantage of the training, it would provide the groups a great deal of information and ideas as to how they could improve the functioning of their groups. Participants reported that both the Anti-O and CBDM training improved the effectiveness of their groups as the purpose of Anti-O and CBDM training is to organize and focus the group, in addition, to provide equal opportunity to contribute information and knowledge about the given topic. Specifically, CBDM training can provide focus and direction while reducing time spent on decision making. Additionally, it provides training which assists the groups to work with a dynamic that ensures everyone to have equal input and establish solutions that everyone agrees to.

4.3. Effectiveness of Networking Opportunities:

Our interviews identified three networking opportunities within our interviews, which are outreach for the working group, connecting working groups (locally and provincially) and connecting with larger organizations.

One participant reported that their working group came together by OPIRG putting a call out to the community, it was reported that this was a contributing factor as to why their working group had ten members (which is significantly more than other working groups). In addition, this member reported that OPIRG had also connected them to a larger network, which they indicated as extremely beneficial for their campaigns. Specifically, one member reported that the larger organization provided them a platform to work with, which was very helpful in planning group strategies and events. With OPIRG's help in outreach and connecting the group with larger campaigns the working group is now the largest and most active group, holding several successful events including a rally that had over 45 participants. In addition, this member stated that by connecting the working group with a larger campaign the working group was able to function in an autonomous manner while still having access to all the services offered by OPIRG. Overall, all participants stated that networking with other working groups (locally and provincially) and larger organizations or campaigns would be extremely beneficial for their working group.

4.4. Effectiveness of Planning and Reflection

Participants who were in newly formed groups reported that beginning the year off with CBDM workshop was helpful as it provided a planning structure for their group. One member stated that their group was extremely active when the group was created which was contributed to the

planning outlined in the policy and the follow up of CBDM. However, they noted that participation of their group members dwindled once the goals had been achieved and no new goals were set. In contrast, one member reported a different structure within their WG. Their structure was based upon informal and unplanned meetings in which the members met occasionally. They stated meeting on an informal basis limited their inability to invite new members. However, another member of the same group reported that an informal structure is best suited for their type of community activism. Since the nature of the group involves turning vacant waste areas into “thriving green spaces” and local sustainable food sources, the member reported that it does not need a formal structure like some of the other Working Groups. Our findings indicate that when groups started the year off when planning (i.e. setting goals) the groups were very active, holding regular meetings and events. Whereas when groups did not start the year off planning they tended to meet more informally and not hold many events. It appears that the proposal section of the working group policy is extremely beneficial for groups and provided the groups with an action plan for the year. In addition, participants reported this procedure would be helpful on an annual basis.

5. Recommendations

Our core recommendations fall under the headings of training, communication, networking and strategic planning/reflection:

5.1 Communication

We recommend that OPIRG attempt to develop more straightforward terms of reference, which outline the rights and expectations of each working group within the working group application and or policy. This would include terms of communication which would highlight how often the working group should communicate with OPIRG, as well as what information should be shared with OPIRG. In addition, we suggest changing the current policy to state that the designated contact person is responsible for all communication outlined within the terms of reference.

We also recommend that OPIRG ensures an annual mandatory orientation session, in this session an OPIRG representative will inform the group of the guidelines, support they offer, the contact information, and assist the group in the planning session.

5.2 Training:

We recommend that at the beginning of the year, an OPIRG staff member attends one meeting to provide information on all the resources and training that will be offered within that year. In that first meeting, the staff member can provide an overview of the CBDM training and assist the group in implementing CBDM structure within their group (if needed). This would ensure all members and groups are receiving this useful information at the beginning of each year.

In addition, the Anti-Oppression training should be offered each semester. This will ensure better accessibility to the training as our interviewees have attested. We recommend using different outlets to offer training, such as OPIRG's YouTube channel.

We also found that OPIRG has not utilized the YouTube channel in a long time. One possibility for OPIRG to offer training on a regular basis would be to offer it through a video that would be uploaded to the YouTube page. This provides opportunity for the working group members to access training at any time and provide access for all members to access it.

5.3 Networking

We identified three opportunities that can potentially strengthen campaigns in the long-run.

First, locally, one of the contributing factors in the formation of the most active and largest working group was OPIRG's assistance in facilitating outreach (putting a call out into the community). Accordingly, we recommend OPIRG assist working groups on a regular basis in conducting outreach in both Trent and the Peterborough community.

Secondly, within Canada, two of five of our interviewees stated that the success of their WG campaigns has been largely due to the support of the broader network for their respective cause within Canada. Consequently, we recommend that if each group is connected with the broader network of their particular environmental/social justice issue, this would be beneficial for the working group. OPIRG currently supports this process to an extent, but it could play a more active role in having contacts ready for new members to become connected as soon as they join a working group.

Thirdly, for inter-PIRG exchanges, we recommend future research be conducted into providing a forum where all PIRG working groups can connect with one another. By connecting the groups with one another it allows the groups to stand in solidarity with one another and potentially strengthen their campaigns by sharing knowledge and ideas.

5.4 Planning and Reflection:

We have two main recommendations. First is a process for the working group, secondly, is a process to implement within OPIRG.

Process for the Working Group

It is recommended that OPIRG implements the CBDM training into the mandatory orientation meeting that every group shall have at the beginning of each academic year. In addition, to the CBDM training, we recommend that OPIRG implement an end of the year reflection process.

We have provided (Appendix II) an example of the end of the year reflection process (similar to McMaster annual evaluation) whereby working groups reflect on their abilities to achieve goals, identify strengths/ weakness, provide a vision of the future and feedback for OPIRG. This process is recommended to take place annually to provide focus, sustainability and motivation for working groups. In addition, it can potentially strengthen the activities/campaigns by providing OPIRG the opportunity to make suggestions on ways the working group could possibly improve the activities/campaigns. It becomes a channel for feedback, both from the working group and OPIRG, thus strengthening the relationship between the two parties.

Process for OPIRG

We also recommend that OPIRG implement an annual evaluation procedure. This procedure is similar to the one McMaster OPIRG conducts and provides opportunity to improve services offered by OPIRG. This evaluation would include the planning and reflection (mentioned above) to be completed by each group, in addition to an annual survey completed by all working group members. The survey McMaster OPIRG conducts annually has four sections which are group activity levels, communication, attitudes and institutional supports. With the results found in

each section of the survey, OPIRG McMaster sets one goal regarding something they would like to improve. Similar to the survey conducted by OPIRG McMaster, we have created a survey (Appendix III) that we recommend OPIRG Peterborough to implement. In addition, we have included an example of the survey using Qualtrics (Appendix IV). Lastly, we have provided a suggested goal setting procedure (Appendix V) for the OPIRG Peterborough staff and Board Members to complete on an annual basis.

The group reflection, survey and goal setting procedure can be conducted annually as an evaluation procedure that provides potential for OPIRG to be able to consistently improve supports offered, strengthen the relationships with the working groups and potentially help strengthen the campaigns of the working group.

5.5 Summary of Findings and Recommendations

Communication- Our interviews found mixed results with respect to the effectiveness of communication. Some members reported regular communication while others reported a lack of clarity in this regard. Providing all members with clear guidelines and a list of support measures offered by OPIRG was noted to be beneficial and a potential area of improvement for OPIRG. Our recommendation: Provide clear communication guidelines within OPIRG's Working Group policy.

Training- Our findings suggest that OPIRG effectively held all mandatory training workshops. In addition, our interviews found that offering training on an ad hoc basis is not effective as the members were often not aware of training opportunities.

Our recommendation: ensure all mandatory training is offered on a regular basis and strive to improve the awareness and accessibility of training. One possible suggestion is providing the training online by using OPIRG's YouTube channel. We also recommend an annual mandatory

orientation meeting where staff can assist the group in implementing CBDM within their working group.

Networking- Our interviews suggest that OPIRG is effective at offering networking opportunities to some groups, while less so in others. In addition, it was extremely effective when OPIRG was reported to have assisted the working groups in outreach and connecting them with a larger campaign. There is room to improve effectiveness by assisting all groups with outreach, and networking.

Our recommendation: OPIRG assists all working groups in outreach, such as putting calls out into the community. In addition, if possible, OPIRG should strive at connecting the working group with larger campaigns. For the PIRG networks over all, creating a forum where all working groups across Canada can connect each other could be very beneficial for campaigns and offer opportunity for the working groups to stand in solidarity with each other.

Planning and Reflection- Our findings suggest that any planning and reflection the groups had taken part was associated with either the CBDM workshop or being connected to larger campaigns.

Our recommendation: The working groups to attend the orientation meeting for their working group at the beginning of each year (which includes training for CBDM) and to complete the reflection process provided at the end of each year.

For OPIRG Peterborough, an end of the evaluation using the group's reflection, survey results and goal setting procedure should be conducted annually.

6. Concluding Remarks

The purpose of our evaluation was to investigate how effective OPIRG Peterborough is at supporting its working groups. In addition, we identified ways in which OPIRG can improve its relationships with the working groups and suggestions on how the working groups can strengthen their campaigns. We conducted an extensive literature review to identify working group dynamics and best practices. We then reviewed four working group policies from PIRGs across Ontario to identify how PIRGs use their policies to outline support and identify the different support that PIRGS offer. Lastly, we conducted five interviews with current working group members to incorporate their perspectives about how effectively OPIRG is supporting their working group. In addition, our interviews discovered key factors on how OPIRG can strengthen their relationships with working group and potential ways to strengthen the working group's campaigns. We found communication, training, networking, planning and reflection as areas in which OPIRG both demonstrated strengths and weakness.

We conclude that in general some of the Working Group members identified strong relationships with OPIRG while others reported being more distant. Successful campaigns were identified to be associated with groups who had frequent communication with OPIRG, completed training sessions, networked both inside and outside OPIRG, and had some form of strategic planning. Alternatively, Working Groups that had little or no communication with OPIRG, little or no formal planning, little networking were generally associated with less active campaigns. Overall, it was demonstrated that OPIRG is effectively supporting some groups and it is recommended that OPIRG implement the same support for all of the groups.

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Appendices

Appendix I: Semi Structured Interview Questions

R1. General Background information

1. Can you tell us about the major activities that working group members participated in the past year?
2. How often did you meet with your group? Was it easy or difficult to get group members to attend meetings?
3. Why did you get involved with the Group?

R2. How effective is OPIRG in supporting its working groups (i.e. what's working and not working?) – did it help you reach your objectives?

1. What forms of support did OPIRG provide your working group?
2. In your opinion, how effective was [X] in promoting the activities of your Working Group?

[X – Anti-O/Consensus based Decision-Making Training; Working Space]

R2. How can OPIRG strengthen relationships with its existing working groups and potentially strengthen the WG campaigns?

1. In your view, would any of the following have helped your WG achieve more effective?
 - First, training in Meeting Facilitation (MFT):
 - agenda setting
 - facilitation of dialogue
 - arriving at a consensus to see any conclusions can be generated
2. **Second, Campaign Strategy Training-** Could you give me an example how that would have helped you?
3. **Third, having a formal relationship between a liaison person and OPIRG-** In your case, do you have a member who regularly checks in with OPIRG about your events and activities?
 - If so, would they benefit or not from clear guidelines as terms of reference setting out their responsibilities?
 - If not, would such a person have benefited the functioning of your group or not?
4. **Four, Training in Strategic Planning** (e.g. a process where you set out goals, having a vision, identifying specific ways of achieving these goals.... and milestones that have to be reached and you monitor to see if you've achieved your goals). Does this sound like this could benefit your Working Group or not?

5. **Fifth, Evaluation Procedure-** in which Working Groups are provided with an opportunity to reflect on the group's ability to meet goals, identify strengths and weaknesses, provide a vision of the groups future, and any suggestions about ways OPIRG to better support the working group. Do think you need an evaluation protocol/strategy/template/form/procedure that provides opportunity to reflect? We feel it's effective in some cases. Do you feel that too?
6. **Sixth, Networking Opportunities-**Opportunities to network with other working groups and larger organization that focus on the same issues. Did your working group have opportunity to network with other working groups or larger networks that focus on the same topic of your working group? If yes, what were they and in your opinion was it helpful for your working group? In your opinion, if OPIRG held a working group fair, to provide working groups a platform to network and share stories, strengths and weakness with other working groups, do you feel this could be of benefit to your working group?
7. Overall, is there any opportunity that you feel OPIRG has potential to better support the working group or strengthen the campaigns within the working group? If yes, what would you suggest?

Appendix II: Example of the Reflection Process For Each Working Group

This section is inspired by the McMaster Annual Evaluation 2014-2015.

Date:

Name of Working Group:

1. Please describe your working group
2. Please provide a comprehensive overview of all the work (research and or action) completed by the working group throughout the budget year
3. Please provide a fair assessment of the groups abilities to accomplish the goals indicated in the beginning of the academic year and identify strengths and weaknesses of the group
4. Please provide a vision for the future of the working group including the plans to re-apply as a working group in future academic year and any proposed future work
5. Please identify any new opportunities for OPIRG to support the working group
6. Please provide a list of up to date contact persons in the working group

Appendix III: End of the Year Survey

This section is inspired by the McMaster Annual Evaluation 2014-2015.

GROUP ACTIVITY LEVELS

1. How often does your working group meet? (on average)
 - Never
 - Less than once a month
 - Once a month
 - 2-3 times a month
2. How many events did your working group hold on average per term?
 - 1
 - 2
 - 3
 - 4
 - 5 or more

TRAINING

3. How many of your working group members attended the Anti-Oppression workshop this year?
 - 0
 - 1-2
 - 3-4
 - 5 or more
 - unsure
4. How many members of your working group attended the Consensus Decision Making workshop this year?
 - 0
 - 1-2
 - 3-4
 - 5 or more
 - unsure

OPIRG SUPPORTS

5. In your opinion, how helpful were the following services to your working group (Very helpful, helpful, did not use/attend, not helpful)
 - Event promotion
 - Consensus Decision Making Workshop
 - Anti-Oppression Workshop
 - On demand training (campaign strategy and long term planning)

- Working Group budget
- OPIRG Facebook page
- OPIRG website
- OPIRG YouTube Channel
- Volunteer Outreach
- Room Booking
- OPIRG office as a meeting space

COMMUNICATION

6. In your opinion, how useful is each communication tool for your working group?
- Facebook page
 - Posters
 - YouTube
 - Word of mouth
 - Twitter
 - Phone/ messaging
 - Newspaper
 - Blog space

PERSONAL PERSPECTIVE

7. In your opinion, how satisfied were you with your groups ability to
(1. Very Satisfied 2. Satisfied 3. Somewhat Satisfied 4. Neutral 5. Somewhat Dissatisfied
6. Dissatisfied)
- Meeting goals
 - Attract new members
 - Raise awareness
 - Contributing to new research or perspectives

Appendix IV: Example of Survey Using Qualtrics

How often does your working group meet? (on average)

- Never
- Less than Once a Month
- Once a Month
- 2-3 Times a Month
- Once a Week

How many events did your working group have throughout the past year?

- 1
- 2
- 3
- 4
- 5 or more

How many of your working group members attended the Anti-Oppression Workshop this year?

- 0
- 1-2
- 2-3
- 3-4
- 5 or more
- unsure

How many of your working groups attended the Consensus Based Decision Making workshop this year?

- 0
- 1-2
- 3-4
- 5 or more
- unsure

In your opinion, how helpful were the following services to your working group?

	very helpful	helpful	did not use/attend	not helpful
Event Promotion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Networking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
meeting space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
room booking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
volunteer Outreach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
OPIRG YouTube channel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
OPIRG Website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
OPIRG Facebook Page	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Budget	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On Demand Training (campaign strategy/ Long Term Planning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anti- Oppression workshop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consensus Based Decision Making workshop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Button Maker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In your opinion, how useful is each communication tool for your working group?

	Very Useful	Useful	did not use	Useless	Very Useless
Newspaper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
YouTube	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Twitter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
OPIRG email list	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poster	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
word of mouth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blog space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In your opinion, how satisfied were you with your groups ability to

	Very Satisfied	Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Dissatisfied	Very Dissatisfied
Meet goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
attract new members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
raise awareness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
contribute to new research or perspectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix V: Annual Evaluation to be Completed by OPIRG Staff and Board Members

Based on the following sections please indicate a goal and the steps needed to achieve it. Next, specify two indicators that establish if the goal has been met. Each year when the annual evaluation is conducted, the goals will be compared with the indicators and new goals shall be set.

1. Activity Levels and Training Results
2. Supports Results
3. Communication Results
4. Personal Perspectives Results