

## **The Full-Length Report of the Unicamp Charitable Purposes Review**

**March 2, 2023**

Dear Unicamp and UU communities,

With a spirit of gratitude, we present the results of the community feedback on the proposed updated charitable purposes for Unicamp. Many thanks to all who participated in the focus groups and on-line survey and shared their thoughts, reflections and suggestions for changes. It was essential to hear your perspectives. Thanks also to Kaitlyn McLay, Russell Scott and Ellen Forrester who assisted with leading focus groups.

This is an important and timely task for Unicamp to undertake. The Ontario government has updated the legislation governing charities and non-profits, giving organizations until Oct 2024 for its articles of incorporation (that include charitable purposes) and by-laws to be compliant. Our current charitable purposes are more than 50 years old. They do not adequately reflect what Unicamp has become and do not serve, as they should, as a clear guide for governance as a charity.

This review has provided an opportunity to reflect on who we are as a Unicamp community and what we hope to achieve. The legally charitable purposes for a religious charity are to advance religion. This calls us to reflect on how we live out the UU faith at Unicamp.

The charitable purposes that were proposed by the committee have been revised based on the community feedback. We believe they are better because of the wisdom of our communities. The updated charitable purposes can play an important role in guiding leadership for Unicamp, for deepening the spirituality expressed in Unicamp programs and activities, strengthening the UU faith and UU communities, as well as maintaining our charitable organization status.

Many thanks,

The Unicamp Charter Review Committee

### **Committee Members**

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Aukje Byker, Unitarian Fellowship of Peterborough Delegate

Dr. Ed Bennett, Grand River Unitarian Congregation Delegate

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Yvette Salinas, Unicamp Executive Director

With contributions from: Vyda Ng, Canadian Unitarian Council (CUC) Executive Director and Dr. Kitty Corbett and Doug Fyfe, Unicamp Evaluation Advisory Group, Grand River Unitarian Congregation

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## INTRODUCTION AND BACKGROUND

### Introduction

This full-length report provides a detailed overview of the work to update the Unicamp charitable purposes, the results of the community feedback, the revisions made to the purposes, and next steps.

Two additional reports are available. A two-page summary of the results can be found in the *Summary of Key Findings, Unicamp Charitable Purposes Review*. *The Main Report of the Unicamp Charitable Purposes Review* is 18 pages.

The Background section of this report outlines the origins and legal context for the updating of Unicamp's charitable purposes. The Methods section explains the research methods used to obtain community feedback about the updated purposes proposed by the Charter Review Committee. The Results section provides a detailed overview of the results of the focus group interviews and the on-line survey. The Discussion section outlines the conclusions we made based on the results, and presents the revisions made to the purposes that incorporate the community feedback. The section, Next Steps, indicates current and future work to update the charitable purposes. The report concludes with a number of appendices that provide: resources on the legal issues associated with charitable purposes; the full list of suggestions for changes made by focus group and survey participants; the focus group interview guide; and the survey questions.

### Unicamp AGM Resolution and Formation of a Committee

At the September 18, 2021 Annual General Meeting (AGM) of Unicamp, the following motion was adopted by the delegates:

*To strike a committee of delegates to facilitate a community engagement process to review the mandate and charter of Unicamp that would be gathered and reported on at the next AGM with recommendations.*

In October 2021, the five delegates, representing four congregations, who volunteered to serve on the committee, the Unicamp Executive Director and the President of the Unicamp Board of Directors, began meeting regularly to work on this task. Vyda Ng, the Executive Director of the Canadian Unitarian Council, provided valuable assistance during several months of meetings. Two volunteers with the Unicamp Evaluation Advisory Group also provided expert advice and assistance with the community engagement phase. A list of committee members and advisors is provided on page one of this report.

A charter, more commonly referred to as articles of incorporation, is a key governing document that gives an organization its legal status. It identifies the characteristics of a corporation such as its name, charitable purposes and other financial and legal powers and authorities.

Unicamp was incorporated as a charitable organization in 1969. The original charitable purposes of the charter have not been updated since that time and were the focus of the committee's review. Charitable purpose statements describe the objectives or aims the

organization was created to achieve. We recommend that the remaining elements of the charter be reviewed and updated by the Unicamp Board of Directors.

The AGM resolution included a review of the mandate of Unicamp. The committee decided that any review and update of the mandate statement, revised in recent years, should occur after the process of updating the charitable purposes and thus was not addressed by the committee.

### **Unicamp's Current (original) Charitable Purpose Statement**

The original and current statement of purposes (objects) of Unicamp in the 1969 charter are:

#### *UNICAMP OF ONTARIO INCORPORATED*

*For the following objects, that is to say:*

- a) *To organize, operate and maintain camps with related services for Unitarian religious training of children and to provide, operate and maintain facilities for church and leadership conferences and seminars.*

### **The Legal Requirements for Charitable Purposes**

Charities are regulated by the Canada Revenue Agency (CRA) and also must comply with the Ontario Not-For-Profit Corporations Act (ONCA). The committee spent considerable time reviewing the legal requirements for charitable purposes, particularly the CRA policy guidance documents. (See Appendix 1 for resources on the legal requirements for charitable purposes.)

Charitable purposes are the aims the organization was created to achieve – its reasons for being. Charities must have exclusively charitable purposes. It is important to note that for religious charities, the legally charitable purposes are the advancement of the particular religion. For a religious charity, the purposes define the scope of activities that a charity may legally undertake to fulfill its purpose of advancing religion. Charitable purpose statements are not a mission statement nor a vision statement.

### **Charitable Purposes: Advancing Religion, Means and Beneficiaries**

The CRA requires that charitable purpose statements meet legal requirements and provide particular information.

To be eligible for charitable registration, a purpose should identify three elements:

- the **charitable purpose category** (relief of poverty, advancement of education, **advancement of religion**, or certain other purposes beneficial to the community in a way the law regards as charitable)
- “**the means** of providing the charitable benefit—to define the scope of the activities that can be conducted to directly further the purpose and ensure the provision of a charitable benefit...
- the **eligible beneficiary group**—to ensure the charitable benefit is provided to the public or a sufficient section of the public...” (CRA. How to draft purposes for charitable registration. B. 9.)

## **Review Of Unicamp's Current Charitable Purposes**

After gaining an understanding of the legal requirements for charitable purposes, we reviewed Unicamp's existing purposes. We reflected upon Unicamp's core identity and the breadth of its programs and activities as they relate to the existing charitable purposes. We concluded that some aspects of the purposes are still relevant, such as operating camps for "the religious training of children," but the language is outdated. The purpose related to offering "church and leadership conferences and seminars," does not adequately describe nor reflect Unicamp's diverse programs and activities. Unicamp has significantly changed and evolved since its formation in 1969. Charitable purpose statements are required to serve as a clear guide for the scope of an organization's activities, but the existing purposes cannot adequately do so. We concluded that the 50+ year old charitable purpose statement needed to be updated. The Canadian Unitarian Council (and others) recommend that charitable purposes be reviewed and updated, if needed, every ten years.

## **Updating Unicamp's Charitable Purposes**

The committee considered and reviewed the ways in which Unicamp's many programs and activities fulfill, or could fulfill, the legally charitable purpose of advancing the UU religion. We reflected on who we are presently, as a religious charity, how we have evolved over time, and what we aspire to be. We engaged in a process of creating updated charitable purpose statements that would reflect our current aims as a religious charity, that would be inclusive of the breadth of programs and activities sponsored by Unicamp, and would comply with the legal requirements for charities. The committee is grateful to Vyda Ng, CUC Executive Director, for her valuable assistance with developing the updated charitable purpose statements.

## **The Proposed Charitable Purposes - Presented for Community Feedback**

Below are the three charitable purposes developed by the committee, with an introductory statement that provides additional information required in charitable purpose statements. This was the statement shared with the community for their feedback.

The statement of purpose of Unicamp of Ontario is to operate a Canadian Unitarian Universalist (UU) campground and Spiritual Retreat Centre for UU's, member congregations, and the general public of all ages to:

Purpose 1: Provide camps, programs, services and gatherings, that advance Canadian Unitarian Universalist principles, engage in religious exploration, and build a welcoming, inclusive, multigenerational, community;

Purpose 2: Nurture leadership and life skills by offering programs and opportunities to children, youth, and adults through grounding learning in the Canadian Unitarian Universalist Principles;

Purpose 3: Engage people in practicing environmental stewardship and living out the Canadian Unitarian Universalist principle of respecting the interdependent

web of all existence. This will be realized through: education, conservation, and the enhancement of Unicamp's natural habitat.

### **Charitable Purposes: Advancing Religion, Means and Beneficiaries**

The chart below illustrates how the updated charitable purposes meet CRA requirements to identify the three elements of: the charitable purpose category (advancing religion); the means of providing the charitable benefit; and the eligible beneficiary groups.

<b>Purpose number</b>	<b>How the purpose advances religion</b>	<b>Means of providing charitable benefit (defining the scope of activities)</b>	<b>Beneficiaries (participants)</b>
<b>1</b>	<ul style="list-style-type: none"> <li>-advance Canadian Unitarian Universalist Principles</li> <li>- engage in religious exploration</li> </ul>	<ul style="list-style-type: none"> <li>- provide camps, programs, services and gatherings</li> <li>- and build a welcoming, inclusive, multigenerational, community</li> </ul>	<p>UU's and the general public of all ages</p> <p>Exclusion – seasonal camping requires UU congregational membership in good standing</p>
<b>2</b>	<ul style="list-style-type: none"> <li>- through grounding learning in the Canadian Unitarian Universalist Principles</li> </ul>	<ul style="list-style-type: none"> <li>- Nurture leadership and life skills</li> <li>-by offering programs and opportunities</li> </ul>	<p>UU's and the general public of all ages</p> <p>Children, youth and adults</p>
<b>3</b>	Engage people in practicing environmental stewardship and living out the Canadian Unitarian Universalist principle of respecting the interdependent web of all existence	<ul style="list-style-type: none"> <li>-education, conservation, and enhancement of Unicamp's natural habitat</li> </ul>	<p>UU's and the general public of all ages</p> <p>-people</p>

### **Unicamp's Current Charitable Purpose Category**

The committee was operating under the assumption that Unicamp was designated as a religious charity type by the Canada Revenue Agency (CRA). We discovered however, that Unicamp is currently designated as "other purposes beneficial to the community." CRA was unable to provide any clarification as to why or when this designation was made and indicated we could apply for the religious charity designation in the future. The committee recommends seeking designation as a religious charity.

### **Engaging the Unicamp and UU Communities**

The resolution at the 2021 AGM called for the committee to "facilitate a community engagement process" for the review of the charter. We believed it was vital to hear from the many different groups of people who are involved in Unicamp activities and from the UU congregations and members. It was important for the Unicamp and UU communities to reflect on whether the proposed updated charitable purposes reflect who we are now and what we seek to achieve as a religious Camp and Spiritual Retreat Centre. The next section outlines the methods for obtaining feedback from the Unicamp and UU communities.

## **METHODS**

A community-based action research approach was chosen as the means of gaining feedback on the proposed charitable purposes from the Unicamp community and UU congregations within the broad geographic area. Structured focus group interviews and an on-line survey were the data collection tools chosen to provide both depth and breadth of feedback. The focus group interview guide and the survey questions are found in Appendices 3 and 4 of this report. Unicamp Evaluation Advisory Group volunteers with expertise in research, evaluation, community engagement processes and data analysis, provided assistance and guidance in the development and implementation of the research process. Three committee members also had professional research training and experience.

### **Upholding Confidentiality and Anonymity**

Focus group participants were given the assurance of confidentiality, that is, names would not be recorded nor used in the reports. Focus group participants were also asked not to identify comments made by participants by name, outside their focus group. On-line survey participants were given the assurance of anonymity, that is, no personally identifiable information (such as an email address) was collected in the survey. Members of the Charter Review Committee and the Unicamp Evaluation Advisory Group made agreements to uphold the confidentiality and anonymity assurances made to participants. The raw data were viewed only by those directly involved in the data collection, analysis or verification of analysis results.

### **On-Line Survey**

An on-line survey was developed in order to gain broad feedback on the proposed charitable purposes. The survey was open to anyone, with the exception of focus group participants, who

completed the same rating questions of the purposes within the focus group interview. The survey was open from July 26 to August 31, 2022.

The survey asked a number of questions to learn about the characteristics of the people responding, including: age category; ways they have participated at Unicamp in the last five years; and whether they are involved in a UU congregation. This information would help to assess the representativeness of the survey respondents. It could also potentially be used to assess if there were significant differences in how respondents rated the purposes based on particular characteristics.

The key information gathered in the survey were the responses to the question of how well each purpose describes what Unicamp, as a religious charity, is about? A four-point rating scale (Very Poorly, Poorly, Well, Extremely Well) was utilized. Typically, scales have a neutral point, but we were unable to have more than four points in a zoom poll. The benefit of not having a neutral point is forcing a choice between the positive and negative ends of the scale.

### **Focus Group Interviews**

Structured focus group interviews were conducted with a broad range of Unicamp constituencies, in order to have a range of perspectives represented. Focus groups are a research method useful for gathering opinions and feedback about a concept or a plan.

The focus group questions were designed to stimulate reflection on whether the proposed charitable purposes were valid or not, and the perceived barriers and facilitating factors for implementing the purposes. The questions, though simply stated, are backed by research and practice evidence of their effectiveness in generating useful feedback. In addition to the open-ended focus group questions, all focus group participants were asked to complete rating scale questions for each of the three purposes. The same rating questions for the purposes were used in the on-line survey and in the focus group interviews so they could be compared. The rating questions of the purposes were conducted via the zoom poll function for zoom based focus groups and on paper during the in-person focus groups. In-person participants placed completed paper surveys in a closed box in order to maintain confidentiality.

Eleven focus groups, of 1 to 1.5 hours in length, were facilitated with the following groups in the approximate order they were conducted: Unicamp Charter Review Committee; Unicamp Board of Directors; seasonal campers; three family camp week focus groups (one for each family camp week); one family camp week group of youth (approximate ages of 17 – 20 years, during family camp week one); three Unicamp staff focus groups (junior staff, middle management staff and senior staff) and young adults attending a Canadian Unitarian Council retreat at Unicamp. See Table 9 in the Results section for the number of participants in each group and the dates they were conducted.

There were 60 focus group participants in total and 57 completed the ratings survey. Four focus groups were conducted via zoom in May, June, July and September. Seven groups were conducted in-person at Unicamp in August and September. One additional focus group to be held on zoom in July was promoted through congregational and Unicamp newsletters for anyone interested, but received no responses.



There were four different facilitators who served as moderators of various focus groups. The moderators included one member of the Charter Review Committee, a member of the Unicamp Evaluation Advisory Group, and two Unicampers with facilitation experience. Moderators were already experienced at conducting focus groups or received an orientation. One member of the Charter Review Committee and two Unicampers served as note-takers in various focus groups.

### **Promotion of the Focus Groups and the On-Line Survey**

The focus groups and the on-line survey were promoted through various means. Announcements for newsletters were emailed in June 2022, to the Canadian Unitarian Council and Ontario UU congregations in the broad geographic area. Several notices were placed in the Unicamp newsletter over the summer. Notices by email were also sent to the Unicamp delegates, the Board of Directors and the seasonal camper group email list, to promote the focus groups and the survey. An email inviting parents of Kids Campers to participate in the survey was sent in August. Senior staff assisted with notifying Unicamp staff of the survey and focus group opportunities and organizing focus groups. A link to reports was included in the notices to provide information about the committee's work of reviewing Unicamp's charitable purposes.

To promote the in-person focus groups for family campers during the August family camp weeks, posters were placed in washrooms around Unicamp, and on the camp bulletin board that was installed part-way through August. It was also mentioned directly to family campers at Unicamp as much as possible. Dates were set part-way through each week, after confirming interested participants and a time that worked. Specific dates were then put on the posters. It was learned after the fact that a few washroom posters were inadvertently not updated with specific dates. Contact information was also provided on the posters. All in-person focus groups were held in the outdoor tent closest to the goats.

Paper copies of the on-line survey were available in case anyone was unable to access the internet while at Unicamp. One participant completed a paper copy and was informed their responses would be anonymous, except for the researcher receiving the survey.

### **Data Analysis**

#### **Qualitative Data Analysis - Focus Group Interviews and Survey Comments**

Qualitative content analysis methods were used to analyze both sources of qualitative data - the focus group interviews and the comments (optional) made by the on-line survey participants. Content analysis is a systematic way of organizing the information in order to discover patterns and meanings. Hand-written notes taken during the focus groups were transcribed in a Word document. The analysis involved several iterations of coding to summarize the ideas expressed by participants, to identify the themes arising and to organize the data by themes. The themes that proved an effective way to organize much of the qualitative data corresponded to the key elements of the charitable purpose statements: how we advance religion; Unicamp activities (means) and participants (beneficiaries). An additional theme arising from the data was "Thoughts on Governance and Organizational Development." There were many unique suggestions for changing or adding words or concepts to the three

purposes and the introductory statement. These suggestions were included in the thematic analysis and were also compiled in a separate list that would assist the committee to consider all specific suggestions in the revising of the purposes.

The qualitative analyses were conducted by a committee member with professional training and experience with these methods. In order to demonstrate the trustworthiness of the data collection and analysis, verification checks were conducted. A Unicamp Evaluation Advisory Group volunteer with expertise in research conducted a review. Two members of the Charter Review Committee also verified the accuracy and integrity of the coding and qualitative analysis by conducting checks of various levels of the coding and analysis of the focus group data. Another volunteer with the Unicamp Evaluation Advisory Group conducted a verification check of the analysis of the on-line survey comment data.

### **Quantitative Data Analysis – On-Line Survey Questions and Focus Group Rating Scale Questions**

The on-line survey was conducted using Google Forms, hosted on the Unicamp website. The survey was anonymous, with no personally identifiable information collected. Participant responses were recorded in Google Sheets and the data set was exported into Excel. Two research team members verified the data set accuracy. Details of the processes for data collection, data cleaning and coding of variables was recorded in a code book and is available for review upon request.

Frequencies (counts) of the responses for each variable were conducted in Excel and are presented in the Results section. The following variables were coded from the survey questions that asked about participant characteristics: age category; ways of participating in Unicamp in the last five years; parent (yes/no); employed by Unicamp (yes/no); volunteer (yes/no); and UU involvement (yes/no).

The rating questions of the purposes for on-line survey respondents and the focus groups, were treated as separate data sets. For each data set we calculated the frequencies for each rating option for each purpose. We also created a Generally Well frequency (“Extremely Well” and “Well” responses) and Generally Poorly (“Poorly” and “Very Poorly”) frequency for each purpose to provide a general measure of support, or lack of support, for each purpose. Since the rating scale did not have equivalent intervals, the ratings could not be treated as numbers or averaged. Instead, the number of responses for each response option was counted (frequency). In the focus group ratings data where several participants marked a rating in-between two numbers, it was rounded down to the lower number. No additional analyses were conducted as there was insufficient power to make conclusions with confidence, i.e. (insufficient numbers in a cell for significance tests).

### **Committee Review of Charitable Purposes Feedback and Revisions to the Purposes**

The results and findings were compiled in a report and reviewed and discussed by the Charter Review Committee over several meetings. Specific suggestions for changes to the purposes were analyzed within the themes and were also compiled in separate list to facilitate their

review and consideration during the revision process. A number of revisions were made to each purpose, all based on the feedback received.

### **Data Retention and Storage**

The raw data (focus group transcripts and survey responses) do not contain any names or identifying information except for the type of focus group (Board, family camp etc.). These data will be stored securely in accordance with applicable laws and Unicamp's data retention and storage procedures for sensitive information. Copies of these raw data and preliminary reports (not released to the public) will be securely stored by the Executive Director for 3 years and by the committee member who played the lead role in data analysis and report writing, for one year, and then deleted. Secure storage of electronic documents refers to password protection or encryption that prevents anyone but the designated person from access. Secure storage of paper copies refers to a secure locked location that prevents anyone but the designated person from access. Public reports will be distributed broadly and are available upon request.

## **RESULTS**

This section presents the results of the community engagement feedback. It begins with the focus group and on-line survey ratings of the purposes. This is followed by the results from the survey questions asking people about themselves and their involvement with Unicamp. Finally, the qualitative results from the focus group interview questions and the comments from the on-line survey will be presented.

The three purposes presented for community feedback were:

**Purpose 1:** Provide camps, programs, services and gatherings, that advance Canadian Unitarian Universalist principles, engage in religious exploration, and build a welcoming, inclusive, multigenerational, community.

**Purpose 2:** Nurture leadership and life skills by offering programs and opportunities to children, youth, and adults through grounding learning in the Canadian Unitarian Universalist Principles.

**Purpose 3:** Engage people in practicing environmental stewardship and living out the Canadian Unitarian Universalist principle of respecting the interdependent web of all existence. This will be realized through: education, conservation, and the enhancement of Unicamp's natural habitat.

### **Quantitative Results – Focus Group and On-Line Survey Ratings of Purposes**

#### **Focus Group Ratings of the Purposes**

**Table 1** presents the combined frequency of ratings for "Well" and "Extremely Well" – called "Generally Well." Similarly, "Poorly" and "Very Poorly" ratings were combined for a "Generally Poorly" frequency. These are presented for each purpose, combining all focus groups. This

provides an overall measure of the favourable and unfavourable views of the purposes. 57 of the 60 focus group participants completed the rating scales of the purposes. Focus groups completed the same rating scale questions as the on-line survey. The rating question for the purposes appears below.

Rate how well the (first, second or third) charitable purpose describes what Unicamp, as a religious charity, is about?

Does this describe Unicamp's purpose...

1. Very Poorly
2. Poorly
3. Well
4. Extremely Well

**Table 1: Focus Group Ratings of the Purposes**

**"Generally Well" and "Generally Poorly" Frequencies for each Purpose**

Focus Group Ratings	Purpose 1		Purpose 2		Purpose 3	
	Percent	# (n)	Percent	# (n)	Percent	# (n)
Rated <b>"Generally Well"</b>	82.5 %	47	84.2 %	48	77.2 %	44
Rated <b>"Generally Poorly"</b>	17.5 %	10	15.8 %	9	22.8 %	13

As illustrated in Table 1, the three purposes were rated "Generally Well" ("Well" or "Extremely Well") by a large majority of focus group participants, ranging from 77.2% to 84.2%. Purpose 2 received the highest favourable ratings with 84.2% indicating it describes Unicamp "Well" or "Extremely Well." Purpose 1 was rated "Generally Well" by 82.5% and Purpose 3 was rated "Generally Well" by 77.2%. "Generally Poorly" ratings ranged from 15.8% for Purpose 2 to 22.8% for Purpose 3.

**Table 2: Focus Group Ratings of the Purposes – Breakdown for Each Rating Option**

Table 2 below provides the break-down for all rating choices, of "Extremely Well," "Well," "Poorly" and "Very Poorly," for each purpose, for all focus groups combined.

Focus Group Ratings	Purpose 1		Purpose 2		Purpose 3	
	%	# (n)	%	# (n)	%	# (n)
Extremely Well	<b>47.4</b>	27	<b>24.6</b>	14	<b>33.3</b>	19
Well	<b>35.1</b>	20	<b>59.6</b>	34	<b>43.9</b>	25
Poorly	<b>15.8</b>	9	<b>12.3</b>	7	<b>15.8</b>	9
Very Poorly	<b>1.8</b>	1	<b>3.5</b>	2	<b>7.0</b>	4

As illustrated in Table 2, Purpose 1 had the highest percentage of “Extremely Well” ratings at 47.4 %. Purpose 2 had the highest “Well” ratings at 59.6%. The majority of the ratings on the “poorly” side were “Poorly” (12.3% – 15.8%) with “Very Poorly” receiving the fewest ratings for all purposes (1.8% – 7%).

### On-Line Survey Ratings of the Purposes

**Table 3** presents the combined frequency of ratings for “Well” and “Extremely Well” – called “Generally Well.” Similarly, “Poorly” and “Very Poorly” ratings were combined for a “Generally Poorly” frequency. These are presented for each purpose for the survey participants. This provides an overall measure of the favourable and unfavourable views of the purposes. “Unrated” provides the percentage of participants who did not provide a response for that rating question.

Note that because there were 100 survey participants, the percentage of respondents is the same as the number of respondents for each question.

**Table 3: On-Line Survey Ratings of the Purposes**

#### “Generally Well” and “Generally Poorly” Frequencies for each Purpose

On-Line Survey Ratings	Purpose 1	Purpose 2	Purpose 3
Rated “ <b>Generally Well</b> ”	87 %	81 %	77 %
Rated “ <b>Generally Poorly</b> ”	12 %	17 %	18 %
Unrated	1 %	2 %	5 %

As illustrated in Table 3, the three purposes were rated “Generally Well” (“Well” or “Extremely Well”) by a large majority of survey participants, ranging from 77% to 87%. Purpose 1 had the highest “Generally Well” ratings at 87%, followed by Purpose 2 with 81% and Purpose 3 at 77%.

“Generally Poorly” ratings ranged from 12 % for Purpose 1 to 18% for Purpose 3. The purposes were not rated by 1% to 5% of participants.

**Table 4: On-Line Survey Ratings of the Purposes - Breakdown for Each Rating Option**

Table 4 presents the break-down for all rating choices of “Extremely Well,” “Well,” “Poorly” and “Very Poorly,” for each purpose, for the on-line survey participants. “Unrated” provides the percentage of participants who did not provide a response for that rating question.

<b>On-Line Survey Ratings</b>	<b>Purpose 1</b>	<b>Purpose 2</b>	<b>Purpose 3</b>
Extremely Well	40 %	37 %	37 %
Well	47 %	44 %	40 %
Poorly	8 %	12 %	14 %
Very Poorly	4 %	5 %	4 %
Unrated	1 %	2 %	5 %

As illustrated in Table 4, Purpose 1 had the highest percentage of “Extremely Well” ratings (40%) and “Well” ratings (47%). For all purposes, the “Well” rating received the most responses, ranging from 40% to 47%. The “Poorly” responses ranged from 8% to 14%. “Very Poorly” ratings ranged from 4% to 5%.

**Table 5: Comparison of On-Line Survey Ratings and Focus Group Ratings of the Purposes**

Table 5 provides the “Generally Well” ratings for both the focus groups and the survey.

	<b>Purpose 1</b>	<b>Purpose 2</b>	<b>Purpose 3</b>
<b>On-line Survey</b> Ratings of “Generally Well”	<b>87 %</b>	<b>81 %</b>	<b>77 %</b>
<b>Focus Group</b> Ratings of “Generally Well”	<b>82.5 %</b>	<b>84.2 %</b>	<b>77.2 %</b>

As illustrated in Table 5, the purposes were rated as describing Unicamp “Generally Well” (“Well” or “Extremely Well”) by 77% to 87% of participants in the survey and focus groups.

Purposes 1 and 2 were rated “Generally Well” by over 80% of both groups. Purpose 3 received similar and lower “Generally Well” ratings (77% - 77.2%) from both groups.

### On-Line Survey Questions – Characteristics of Participants

Several questions in the on-line survey provided information about the characteristics of those who participated in the survey. This included: the age categories of participants; the ways they participated in Unicamp camps and programs in the last five years; and whether they were involved with a UU congregation. The information helps to assess the representativeness of the survey sample.

#### Number of Survey Participants

100 people participated in the on-line survey.

**Table 6: Age Categories of Survey Participants**

Age Category (years)	%
18 or under	5 %
19 – 34	16 %
35 – 50	26 %
51 – 66	26 %
67 +	25 %
Prefer not to answer	2 %

All age ranges were represented in the survey. Age groups above 35 were evenly represented at 25% to 26% per category. 16% of participants were aged 19 to 34 years and 5% of participants were 18 and younger. 2 % preferred not to answer.

### Ways that People Participate in Unicamp

This survey question asked people to indicate all the ways they have been involved in Unicamp.

**Survey Question:** In what ways have you participated in Unicamp in the last five years? Check all that apply.

- Never been to Unicamp
- Previously participated in Unicamp but not in the last 5 years
- Camped or participated in programs once or a few times in the last 5 years
- Camped or participated in programs on a regular basis in the last 5 years
- Parent of a child or youth camp participant in the last 5 years
- Employed by Unicamp in the last five years
- Volunteered at Unicamp in the last five years
- Prefer not to answer

**Table 7: Ways that People Participated at Unicamp**

<b>Ways Participated at Unicamp</b>	<b>%</b>
Camps or programs <b>regularly</b>	31
Camps or programs <b>once or a few times</b>	34
Camps or programs but <b>not in last 5 years</b>	11
<b>Never been</b> to Unicamp	4
Participated <b>solely as a parent of a camper</b>	13
Participated <b>solely as an employee</b>	4
Prefer not to answer	3

People completing the survey had a range of involvement with Unicamp “camps and programs” in the last five years. 31% participated regularly in camps and programs, 34% participated once or a few times, 11% previously participated but not in the last five years and 4% said they’d never been to Unicamp.

Participants were instructed to check all options that applied to them. 17% of respondents did not check any of the above options for involvement in camps or programs at Unicamp, but did check either “parent” or “employed” responses. The category “Participated solely as a parent of a camper” in the table above shows the 13% of respondents who selected only the “parent of a child or youth camp participant” response. The category “Participated solely as an employee” in the table shows the 4% who selected only the “employed by Unicamp” response. These are two additional ways of participating at Unicamp that are distinct from participating in “camps or programs.” 3% chose not to answer the question.

Many survey participants selected multiple answers to this question. Those who participated in “camps and programs” included people who were also parents, volunteers or employees. To obtain complete counts of parents, volunteers and employees, separate variables were coded for these responses and the results are presented in the sections below. In other words, the 13% of parents in Table 7 are not the only parents in the sample, just the ones who selected **only** that form of participation. Similarly, the count of employees represents those who selected only that form of participation at Unicamp.



**Table 8: Number of Parents, Employees, Volunteers and UU Affiliation**

Response	Parent	Employee	Volunteer	UU Affiliation
Yes	37 %	12 %	19 %	71 %
No	60 %	85 %	78 %	28 %
Prefer not to answer	3 %	3 %	3 %	1 %

**Number of parents**

The total percentage of participants who identified as a parent of a child or youth camp participant in the last five years was 37%.

**Number of Staff**

12% of the survey participants said they were employed by Unicamp in the last five years.

**Number of Volunteers**

19% of survey participants indicated they volunteered at Unicamp in the last five years.

**UU Affiliation**

The majority of participants (71%) said they were involved with a UU congregation. 28% indicated they were not involved.

**Qualitative Results - Focus Group Interviews and On-Line Survey Comments**

This section presents the findings of the qualitative data - the focus group interviews and the written comments made by some of the on-line survey participants, about the charitable purposes proposed by the committee. There were variations in views expressed across the focus groups as well as across the survey comments. We are presenting the findings as a whole.

Three main, cross-cutting themes were identified from the analysis of the feedback on the three purposes from the focus group interviews and the survey comments. The three themes are defined below. We will step through each of the three charitable purposes and describe the main findings in these themes and will also present some of the diversity of views within these themes. The quoting of comments made by participants are in italics and colour.

It is important to note some differences between the two types of qualitative data. When participants have the option of providing comments in a survey, they are typically a top of mind thought or concern. The comments made in this survey were usually focused on one point or a sharing of an experience (rather than reflecting on multiple aspects of the purposes) and were very diverse. Offering comments was optional and was provided by approximately one third of survey participants, so we do not know how representative these comments are of the 100 who completed the survey. Further, when a theme is qualified (many, some, a few) for survey comments, it does not necessarily imply that other survey participants had a different view, but

may reflect that other survey participants did not comment on that particular aspect. Nonetheless, the survey comments data were valuable in providing a range of opinions and reflections. The feedback that is generated from a structured focus group interview is generally more reflective and comprehensive because it involves having all participants respond to a series of questions, hearing the thoughts of others and having time to reflect and share. This was the case with the focus groups that were conducted, providing very thoughtful and insightful reflections.

100 participants completed the on-line survey, with 32 to 35 participants providing written comments for each rating scale question of the purposes and responses to the question “is anything missing?”

There were 11 focus group interviews conducted with 60 participants in total. The list of focus groups, dates, number of participants and location are provided in Table 9 below. We did not ask participants to declare their congregational affiliation in any focus group. We did make note of the UU affiliations mentioned by participants in the Family Camp Weeks in order to assess if there was representation from a number of congregations. Family Camp participants mentioned connections to the following congregations: Grand River Unitarian (Kitchener-Waterloo), Guelph, Hamilton, Neighbourhood (Toronto), Peterborough, Toronto First (Toronto), and not affiliated with a congregation.

**Table 9: Data Collection for Focus Groups**

<b>Focus Group (type)</b>	<b>Date (2022)</b>	<b>Number of Participants</b>	<b>Location</b>
Charter Review Committee	May 5	6	Zoom
Unicamp Board of Directors	June 1	5	Zoom
Seasonal Campers	June 16	5	Zoom
Family Camp Week 1	August 3	9	Unicamp
Family Camp Youth Week 1	August 3 & 4	5	Unicamp
Family Camp Week 2	August 11	6	Unicamp
Family Camp Week 3	August 18	3	Unicamp
Junior Staff	August 5	5	Unicamp
Middle Management Staff	August 2	6	Unicamp
Senior Staff	September 20	6	Zoom
CUC Retreat -Young Adults	September 11	4	Unicamp

## **Definition of Themes**

### **A Broad View of Unicamp**

This theme captures opinions and reflections about the **activities** and the **range of activities at Unicamp** for each purpose. For example, in Purpose 1 this refers to “camps, programs, services

and gatherings.” In Purpose 2 this refers to “leadership and life skills” “programs and opportunities.” In Purpose 3 it refers to “education, conservation and the enhancement of Unicamp’s natural habitat.”

This theme also includes opinions about **the participants**. In Purpose 1 this includes a “welcoming, inclusive, multigenerational, community.” In Purpose 2 it refers to “children, youth and adults.” In Purpose 3, it refers to “people.” The Introductory statement, that applies to all purposes, states “the general public of all ages.”

The theme name, “A Broad View of Unicamp,” was selected to illustrate the finding of strong support expressed by many participants for the broad range of activities and participants described in the three purposes.

### **How We Do Religion at Unicamp**

This theme captures people’s opinions and reflections about how well the proposed purposes describe the way we practice or advance Unitarian Universalism at Unicamp. In Purpose 1 it refers to “advance Canadian UU principles” and “engage in religious exploration.” In Purpose 2 it refers to “through grounding learning in UU principles.” In Purpose 3, it refers to “environmental stewardship and living out the Canadian Unitarian Universalist Principle of respecting the interdependent web of all existence.”

### **Thoughts on Governance and Organizational Development**

This theme captures thoughts and reflections about how the proposed purposes impact Unicamp’s organizational development, governance or leadership. These reflections can be useful for Unicamp leadership and the work to update Unicamp’s charitable purposes.

### **List of Suggested Wording Changes**

Participants made many suggestions for changing or adding words or concepts to the three purposes and the introductory statement. These suggestions were included in the analysis of the qualitative data and examples are provided in the presentation of the main themes. A separate list of suggested changes was compiled to assist the committee in giving all suggestions consideration in the revising of the purposes. The full “List of Suggested Wording Changes” is found in Appendix 2 of this report.

## **PURPOSE 1**

Provide camps, programs, services and gatherings, that advance Canadian Unitarian Universalist principles, engage in religious exploration, and build a welcoming, inclusive, multigenerational, community.

## A Broad View of Unicamp

This theme captures opinions and reflections about the activities and participants at Unicamp.

### Caring for Unicamp

Many of the focus group and on-line survey participants expressed positive views about Unicamp overall, describing it as a home, a place of connection and a place to be oneself.

*I think that for many Unicamp is a home away from home (young adult focus group)*

*My personal experience is this place is really transformational. Even more than just religious transforming (staff focus group)*

*It's very inclusive of LGBTQ+ and freedom of belief as long as you're respectful. You can believe what you want, and be who you are. You have a safe space to express yourself (family camp youth focus group)*

*I love Unicamp... every time we've gone, we've really felt nourished both spiritually and physically. The photo on our computer was taken at Unicamp so we see it every day. It will always be special to me and I've only been there less than a dozen times (on-line survey)*

### Activities and Range of Activities at Unicamp

A majority of participants in the focus groups and some survey participants said they liked the way Purpose 1 describes Unicamp. It provides a clear and focused description of what we are and the breadth of all we do. It represents an inclusive view of Unicamp where all is part of a larger purpose. It supports the building of programs, communication with the broader community and with newcomers.

*I really like it. It reflects the best of camp (seasonal camper focus group)*

*Whenever someone says aren't we a children's camp? I think Yes AND. Our old charter said children and adult programs. In short. I really like it. It covers everything and the most important things Unicamp is and I have an opinion it's important for Unicamp to value all of its constituencies – children, staff, parents, people in adult programs, seasonal campers – a big boat sort of view. This statement does that. People shouldn't feel afraid their piece won't be there in the future. It's an inclusive statement (Board focus group)*

*I really like the breadth of it. I think purpose one crams a lot of stuff into it. We're a camp that also does religious exploration, that provides programs, and we have all of these things. I actually really like the wording of the first one (staff focus group)*

*It helps us understand all that we do and how all of the community can interact together from outside – shows why we are a charity and the public good and it explains that well – our goals and values (Board focus group)*

*Sounds like Unicamp to me! (on-line survey)*

A few focus group participants spoke of the challenges that come along with a wide range of activities. A few on-line survey commenters also wanted activities to be clarified, such as defining what programs were included in “camps”?

*Inevitably, some things we do come into competition with each other – Kids Camp, dogs/not dogs... Different uses are not always compatible. There’s always a potential tension or challenge to see what we do as part of a larger purpose. It’s an on-going challenge and always will be (Board focus group)*

Many participants strongly believed that Kids Camp and youth camps need to be centred and prioritized at Unicamp. This is reported in the theme below that focuses on the participants at Unicamp.

### **Unicamp Participants – Children, Youth, and Families**

A prominent view in the staff focus groups was the importance of adding statements in Purposes 1 and 2, that specifically name and prioritize Kids Camp and youth camps. A few participants in other focus groups and a number of on-line survey commenters also said this was important and needed. It was also suggested to have a protected number of weeks or a separate purpose for Kids Camp and youth camps. Children’s and youth camps were viewed as central, and the heart of Unicamp. Naming and centring Kids Camp and youth camps was viewed as important for a number of reasons. Youth have very meaningful experiences at camp and their later participation as staff and adult campers is critical for the continuity of Unicamp. It is important for honouring camp’s original purpose, for charitable status and for obtaining grants for staffing. Some were concerned about the vulnerability and sustaining of Kids Camp and youth camps if they are not named and prioritized.

*I really like a lot of the wording. Overall, I agree with the values. I struggle with having all the camps put into one word because for me Kids Camp is what we should be centred around, so lumped in with everything else, concerns me. Better if Kids Camp were particularly mentioned (staff focus group)*

*Having us (youth) as a central focus is important (staff focus group)*

*Coming to Kids Camp and the CIT program changed my life and contributed heavily to me becoming who I am, and I would want to see that this is preserved for future generations of kids and youth by having a clear focus on it in the mission statements... (on-line survey)*

*...if we don’t have a specific line saying that we are a children and youth camp, not only would it possibly alter any charitable status or funding possibly, I don’t know, but I also worry that overtime, the rest of family camp and seasonal campers will take over July eventually....(staff focus group)*

The view that children's and youth camps need to be named and centred was prominent in all staff focus groups but was raised as an issue in just two other focus groups. When it arose, a participant felt that family camps should also be prioritized since family camp is valuable and important for young people as well. This was also suggested by a few participants in the survey.

*What about also adding family camp? Kids Camp, family camp, it's kind of a hybrid. For my son, family camp was his campground. Parents are also saying how unique it is to come to family camp and are very excited (family camp focus group)*

### **Unicamp Participants – “welcoming, inclusive, multigenerational community”**

Most participants in the focus groups and survey who commented on the description of a “welcoming, inclusive, multigenerational, community” expressed positive views and valued it as one of Unicamp's strengths. They felt this is important and describes what Unicamp is already doing and aspires to be. A multigenerational community is important for families, provides mentorship to young people, helps people feel welcome and grows participation in Unicamp. It was suggested that we could provide more opportunities or programs to bring together the different age groups at camp. Unicamp also benefits from significant contributions from adult campers in a variety of ways.

*Multigenerational wording is super important for everything. People like my mom, and new kids, and the mix, is so key to our community and is missing in our world. I love words like welcoming and inclusive... It feels like the Unicamp I've always known and what it always tries to be (seasonal camper focus group)*

*Building a multigenerational community and safe space for religious exploration are key and Unicamp provides a unique place for mixing of ages and paths. Kids have fun and learn about UU (family camp youth focus group)*

*The multigenerational piece is important as a parent. An older cousin vibe – as mentors to young adults and to expand community to older adults and people across the life span (seasonal camper focus group)*

*Being a UU, I can see and experience how Purpose #1 is demonstrated but never in a "preachy" way. This makes the camp a comfortable and welcoming place for all. When I was there this summer, I encountered and had the opportunity to engage with people from a wide variety of age, identity, life experience. There is a friendly, communal, accepting atmosphere there. If you come to camp alone, it's possible to leave having made a lot of new friends you look forward to seeing again next year (on-line survey)*

While it is viewed as something Unicamp is already doing, it is also viewed as an on-going process. Some participants talked about the challenges of building a community that is “welcoming” and “inclusive.” It's hard by its very nature. There will always be competing needs and some barriers are hard to address. It's an on-going, evolving process that needs attention and work and we are all (staff and campers) responsible for it. It was suggested that replacing “building” with “striving for, or working toward” would be more authentic and realistic. A few participants suggested it can be interpreted in different ways and it needs defining. A few were

concerned about a focus on multigenerational community rather than making Kids Camp the focus.

*...there are competing access needs, so nothing is ever completely inclusive. So, making room for people with disabilities is a negotiation and doing the best we can with what we have. Say instead something like - working towards inclusivity within scope - some wording change that's what we can do, not utopia, but working toward it (family camp focus group)*

*...when we talk about inclusion, even though that's something that Unicamp is thinking about and working on, there are certain groups and communities who aren't well represented at Unicamp yet, so I think that's... a hard thing to make the community more welcoming and more inclusive and accessible in different ways (staff focus group)*

*Also, I think it's aspirational – not just what's important to us but also what we aspire to. We may not be a totally welcoming, inclusive, multigenerational community but there is a degree of aspiration in my mind to this statement (Board focus group)*

A number of participants in focus groups and the survey spoke about wanting to be welcoming to newcomers and those who do not identify as UU. Some spoke of the need for intentional efforts and plans and offered suggestions, such as a visible “ambassador” and community development efforts. One suggestion was to re-frame “community” as a “community experience,” to indicate that all are welcome.

*It's important to emphasize it's not just for existing community – all are welcome to visit and participate however they want to. Not just joining. If it's not already in the language, (we are) eager to welcome new people who want to come and visit. It's not just for ourselves – however we define ourselves (Board focus group)*

### **Unicamp Participants – Who is the “General Public”?**

While the introductory statement was not included as a focus group or survey question, a number of participants wished to comment on it. Questions and concerns were raised, for example, about the “general public” phrase in the introductory statement and how Unicamp maintains safety and standards with unknown visitors. Additional exploration of this theme is found in the section – Comments on the Introductory Statement.

### **How we do Religion at Unicamp**

This theme captures people’s opinions and reflections about how well the proposed purposes describe the way we practice or advance Unitarian Universalism at Unicamp.

A number of focus group and survey participants indicated that they understood the importance and the difficulty of describing the way we do religion at Unicamp that is authentic, do-able, and meets the legal requirements. Some thought it succeeded in defining our values and goals, and articulating how we express the UU religion at Unicamp. There was much support from focus group and survey commenters for using the UU Principles to describe how

we do religion at Unicamp. While a few wondered why Canadian UU was specified, others noted it's important because the Canadian UU Principles are different from the U.S. Principles.

*It clearly defines how we advance religion... It can help us deepen our spirituality in all we do (Charter committee focus group)*

*It's easy to advance Principles. We try hard every day to live the principles and pass them on, through examples, programs (staff focus group)*

Some focus group participants felt there are good religious exploration programs and there is a focus on Unitarianism in programs for children and youth. Others thought that the Principles and religious exploration are not the main focus for Kids Camp, and kids come for friendship, community and nature. Some suggested the Principles are explored through conversation (organically) rather than in a formal way or that living UU values is most effective for imparting values and growing UU community and should be at the forefront. A few were concerned that too much formality or emphasis may make non-UU kids feel unwelcome.

Some participants thought that religious exploration for adults does happen at Unicamp, but it can be a challenge to organize and get participation. Not all participants are interested or they come to enjoy other activities such as the beach.

While there was broad support for the Principles and religious exploration as ways we live out Unitarian Universalism at Unicamp, concern was also expressed in some focus groups and the survey, that the advancing of religion not become too formalized or restrictive and instead maintain a spirit of openness. It's important to be welcoming to non-UU's in youth camps and in adult programs and for current programs to be eligible to continue. Camps, programs and Unicamp as a whole, serve as pathways to learning about Unitarianism. A participant noted that it will take effort to be welcoming, but it is an expression of our faith. Some noted that Unicamp itself is like a congregation and would benefit from closer ties to the UU congregations.

*As the parent of a camper and then staff member, I haven't observed much "engaging in religious exploration." I don't want Unicamp to be over the top with faith, i.e., not 'bible camp' but I would have liked to see a bit more exploration, i.e., giving thanks at a meal, at the end of the day, our commitment to the environment, acknowledging privilege, racism. etc. I like the children's UU song (sung to doe a deer) and I like the principles painted on the back of the dining room, but who reads them? (on-line survey)*

*Nothing ultimately deep is easy... (Name of person) is getting worried about (it) getting... more specifically religious and you won't be able to do programs... it may be a challenge – what fits and what doesn't. It's a gateway to Unitarianism, many from my program have become more involved with camp over the years (seasonal camper focus group)*

While there was broad understanding of why the word “religion” was used in the purposes, some participants acknowledged this is “tricky” because UU's identify as “spiritual” more than “religious.” Some suggested that replacing “religious” with “spiritual,” would be more authentic and inclusive.



## Thoughts on Governance and Organizational Development

This theme captures reflections on how the purposes impact Unicamp's organizational development, governance or leadership.

The recommendation to prioritize children's and youth camps, and the suggestion to also prioritize family camps, is an important organizational issue. (This is discussed in the first theme.)

It was suggested that the proposed purposes are less limiting than the previous purposes. They provide clarity that will assist with operationalizing the purposes of camp and will help to guide policy and decision making. It communicates to us and the outside world what we are about.

There will be challenges in operationalizing and implementing new purposes. Unicamp has many things happening at the same time. Processes for planning, determining outcomes and ensuring accountability are needed. An inclusive vision of Unicamp also has implications for adequate staffing and resources.

Some areas for further clarification with the Unicamp community were identified through this process. For example, many participants were unclear about who could come to Unicamp and were concerned there be adequate guidelines and adherence to UU Principles to ensure safety if the general public can come to camp.

Other suggestions included: offering school programs off-season; year-round retreats (in the future); advertising to all faith groups; ensuring pricing of services is adequate to maintain camp facilities; and to consider Holistic Management as a framework for decision-making.

## PURPOSE 2

Nurture leadership and life skills by offering programs and opportunities to children, youth, and adults through grounding learning in the Canadian Unitarian Universalist Principles.

### A Broad View of Unicamp (activities and participants)

In purpose 2, the activities are leadership and life skills programs and opportunities and the participants are children, youth and adults. These will be discussed together.

Many focus group participants said that it's important to nurture leadership and learning opportunities, in different ways, for all ages, and this reflects what we are already doing well. The multigenerational nature of Unicamp also supports the learning and sharing of skills and offers many possibilities.

*Nice and concise. Great. I love what Unicamp does for young children and the continuum to adults – that continuum is priceless. Nurture is a good word. Learn and can live it right here.... for young people it is so life affirming (family camp focus group)*

*Through things like young adult and adult programs on weekends so that works, and CIT/LIT/JEUTH/Kids Camp, and offer leadership and life skills, so it's stating what we already do. Don't see any problem putting it forward, just not the best (fit) for everyone (family camp youth focus group)*

*Nurturing leadership is a huge part of what we do. I think of the youth programs but also children and adults, so different kinds of leadership for everyone (Charter Review Committee focus group)*

The application of this purpose specifically to programs and opportunities for youth (such as Counsellor In Training, Leader In Training, and Maintenance In Training programs) was clear for most focus group and survey participants, had broad support and was valued. Participants described many benefits of these programs. Youth grow and learn skills, develop connections to Unicamp and Unitarian Universalism, become the next generation of staff and later return as adults and with their families. Kids Camp and youth programs attract families, generate significant income and are the source of government grants for staffing.

There were diverse views about how this purpose applies to adults at Unicamp. For some survey participants and many staff focus group participants, children and youth programs should be the primary focus for this purpose and it is very important that Unicamp ensures the continuity and central place of programs for children and youth. Some participants expressed a concern that children's and youth camps may not be secure into the future because they are not specifically named and emphasized in the purposes. A few participants noted that this purpose doesn't allow for different needs and ways of learning for different age groups. Others thought adults come more for sense of community than programs. A few mentioned that running adult programs could be a resource challenge for staff. A survey participant felt that existing adult programs had little value and there should be more diversity in facilitators and programs.

*The things offered to children and youth are totally leadership and life skills, and I think that's not necessarily the same thing offered in adult programming. So, I wonder if separating it into two sentences...Because adults aren't coming here to learn life skills, they're coming to have a sense of community... It's just that different people come for different reasons (staff focus group)*

*I really love that it shows the stress on leadership and life skills and by offering opportunities to children and youth. I think we could probably leave it there... I too share the concern about applying for grants, but not just that, but I feel like as a core, keeping ourselves focused on children's programming, even during family camp, is important because it does bring families up. And I think trying to focus on nurturing and catering to youth is a great purpose. For purpose two, I*

*would just love to say -primarily focused on programs and opportunities to children and youth, while also providing something for adults (staff focus group)*

*I think this expresses the goals of Unicamp quite well. I would argue that the children's camps are particularly valuable for ensuring the future vibrancy of Unitarian Universalism in Ontario. We belong to (name of congregation). Our kids' commitment to UU principles and general engagement with the UU community has increased a thousandfold due to their involvement in Unicamp. If Unicamp didn't exist, I'm quite confident they would have fallen away from it by now. Please continue to acknowledge the importance of children's camps to ensure the sustainability of Unitarian Universalism for the next generation and beyond (on-line survey)*

A number of focus group and survey participants wished to expand the activities of this purpose beyond leadership and life skills and offered many recommendations, such as, adding “personal development” or “spiritual growth.” A few felt that what was offered was best described in other ways such as empowerment, or employment skills rather than “leadership.” A few suggested that the meaning of “life skills” needed clarification. A few survey participants thought it was unnecessary to have Purpose 2.

*The word “leadership” is more like empowerment – giving room to grow. I don’t know if it’s leading (staff focus group)*

*The word “life skills” could be more specific, like education and nurturing. Leadership is a good one but we’re not just leading. There’s empowerment and finding themselves in part of a collective (staff focus group)*

*Is leadership and life skills a complete set? (There’s) love and joy filled vacations. Being here for recreation – re-creating in nature... I wonder if leadership and life skills is the only thing? Learning and practice are important. Re-evaluation of our basic personal philosophy and learning through watching, to understand (family camp focus group)*

It was also suggested to specifically name seniors along with “children, youth and adults” and to consider whether to add “young adults.” Young adults said that if programs are not catering to or naming adult age groups, then specifying young adults may not be needed.

### **How We Do Religion at Unicamp**

In Purpose 2, the UU religion is expressed through “grounding learning in the Canadian Unitarian Universalist Principles.” The living out and expression of Principles is widely viewed as important at Unicamp, by focus group and survey participants. Some participants believed that the Principles are used by staff in children’s and youth programs. A number recommended that more intentional planning to ground programs in the Principles would be beneficial. Some participants expressed concern that religious expression not become too restrictive.

*I appreciate how the principles are operationalized in programs, the approach to leadership building (on-line survey participant)*

*It's very good. It's outward facing... it does define a lot of what we try to do. In conversation we learn about cultures, traditions, etc. and it's really great and emphasizes the religious aspect without limiting us (Board focus group)*

*What's easy is that it encapsulates what camp's about. What's hard is the focus on religion and Principles aspects. For some people the community aspect is more important. It seems restrictive (staff focus group)*

Some focus group and survey participants reflected on whether the Principles were expressed in adult programs. Views varied from thinking they were, being unsure or that they weren't. It may be harder for leaders who are not UU. It was suggested the Principles could be used more intentionally within adult programs.

*To look at programs through the lens of Principles hasn't really been happening. We're not necessarily promoting them. It's something to look at (Charter Committee focus group)*

*I've only enrolled in a few adult programs, and once again, didn't experience them as being overtly UU e.g., relating a teaching point directly to a specific UU Principle. But they did "feel" like UU (on-line survey)*

*I have only taken part in one course... and I'm not sure that it focused on the above goals. When I look at the other courses offered, not all have to do with spiritual or environmental training/learning. How do the Fairy Camps fit into our mandate (I don't know much about this week) or the dancing programs? (on-line survey)*

A few focus group and survey participants recommended that adding UU "Sources" in addition to the Principles was very important.

*There's a big focus on Principles in number 1 and 2 and I understand that as our touch point. Just recognizing they do and can change and there are other ways we express our values. Naming our "Sources" is really important. The Principles are not the only or best method for conveying values formation with religious exploration (young adult focus group)*

A large number of participants in focus groups and the survey, found the meaning of "grounding learning in the Canadian Unitarian Universalist Principles" to be unclear or awkward phrasing. There were numerous suggestions for how to change this language, such as, "rooted in" the Principles.

*The wording now is confusing.... not sure how far we want to go with grounded in UU Principles. Does every program have to be offered with grounded in UU Principles or are we trying to be more? (seasonal camper focus group)*

## **Thoughts on Governance and Organizational Development**

Defining goals will help to provide a focus for programs. Being more intentional about rooting or grounding programs in UU Principles is important for all programs, and particularly needed for adult programs.

*I think we could be more intentional for our cross-section of individuals to develop life and leadership skills. The word intentional is coming up for me. That's a little harder - just to see what's available for programming vs clear intentions or a theme for programs and whether programming, offerings, opportunities are really grounded in Canadian UU Principles or just a nice thing to do. It's having a full robust intention behind our work, is a little more difficult than having a one-off workshop, but the nurturing and intentions piece is a little more difficult (Board focus group)*

Working with congregations can provide resources for Unicamp. Development of a volunteer manual would be helpful.

*It makes me excited. Have a focus and stating what you want to do. (There are) many resources and skills. I like it and we have people who could do it and want to do this. We have people from church. Let's create these programs, it's exciting, it makes us look forward to where there are resources to fulfill this (family camp focus group)*

Some challenges noted were insufficient staff time amid operational responsibilities. Also needed is the transfer of knowledge to the next generation through mentoring and documenting.

### PURPOSE 3

Engage people in practicing environmental stewardship and living out the Canadian Unitarian Universalist principle of respecting the interdependent web of all existence. This will be realized through: education, conservation, and the enhancement of Unicamp's natural habitat.

#### How we do religion at Unicamp

A large majority of focus group and survey participants felt positively overall about having this third purpose and felt it was important to have as a "guide for expressing our values." Many said the 7<sup>th</sup> Principle of the "interdependent web of all existence," is meaningful, and special to them and fits well with Unicamp.

*It's good how it refers to the land and natural habitat and beauty and opportunity of it. It fits very well. The 7<sup>th</sup> Principle is a much-loved Principle (Board focus group)*

*We are part of nature and the web... Engaging makes us more inclined to care for the earth (family camp focus group)*

*We appreciate the community building in nature setting, the maintenance of the camp, the goats, the chickens. This for us from a Wiccan pagan background is key to our love for Unicamp (on-line survey)*

*I like this one. It's good to have on the list. It does relate to the UU Principles and advancing those through stewardship and education and the environment here (family camp youth focus group)*

*Unicamp badly needs all of us to care (on-line survey participant)*

A few suggested expanding on our connection to the interdependent web and to add the experiencing of nature and spirituality, tied to the 7<sup>th</sup> Principle.

*The natural environment is special and important so should be addressed. Not captured is experiencing nature. Education sounds dry. Conservation and enhancement sound like planting trees. It's not participatory. It ties to the religious Principle and sitting in nature. To me it was more of a spiritual participation that's missing... I'm not getting - being able to experience nature there - and that's important to me (family camp focus group)*

Some focus group participants described how Unicamp itself serves as a spiritual location, much like a congregation. It provides a place for connecting spiritually to nature and the strengthening of valuable connections within and between congregations.

*the way Unicamp serves the purpose of a UU congregation.... is effectively a church, a spiritual location. We're here to experience a spiritual connection to nature and it fulfills a religious Purpose for them (family camp focus group)*

*One of the things happening at Unicamp is the connections between congregations. You meet others from different congregations and it strengthens interconnections and congregational relations, like a conference. It happens and is valued (family camp focus group)*

*Unicamp is a group of people but also is a physical space so it's a statement for the physical space (Board focus group)*

A few participants noted that the 7<sup>th</sup> Principle is one that arises often during Kids Camp and that Unicamp is a good place for environmental education.

*I really like this one. I was a camp counsellor here for two summers and this is the Principle that comes up most at camp. For example, a camper tries to squish a spider and we point to this one a lot and can say – we all belong and co-exist as a web, spiders eat mosquitos that you're also trying to kill (young adult focus group)*

*It seems like this is a very natural environment to do environmental education and focusing on the 7<sup>th</sup> Principle. There is a natural agreement between place and intention (young adult focus group)*

A few had questions about the focus on just one UU Principle in this purpose. Several participants thought the 8<sup>th</sup> Principle would be important to include in the purposes.

*I wonder if it places a lot of emphasis on one of these eight Principles, and maybe deprioritizing some of the other really important ones. In my opinion that eighth Principle is very pressing, not that this Principle isn't also, but I just wonder what that says about our priorities if this is what we are choosing to put into our constitution at this time in the world. And not that it's bad – it's a great goal (staff focus group)*

*We just adopted the 8<sup>th</sup> Principle. This might be an opportunity to consider that as one of our charitable purposes... and would telegraph to our community we're considering it important (Board focus group)*

## **Environmental Stewardship**

The first two focus groups reflected on the original term in Purpose 2, of “environmental justice” rather than “environmental stewardship.” These groups identified a number of problems or challenges with the term “environmental justice” including: the meaning and scope are very unclear with many believing it indicated involvement in environmental issues outside camp; it could become divisive or rigid in its application; it has political implications and thus could pose a risk to charitable status; and it does not reflect what we do. The word “stewardship” was suggested in one focus group, with support of the group. The Charter Review Committee decided that the term “environmental justice” was being interpreted in unintended ways. The term was changed to “environmental stewardship” for the remaining nine focus groups.

Many on-line survey participants and many in the remaining focus groups that commented on the term, said they liked and supported the concept of stewardship. It was viewed as a worthy and important goal. It provides the opportunity to learn about and practice environmental stewardship, could help to obtain environmental grants and will support our charitable status by legitimizing the many environmental activities Unicamp engages in currently and could do in the future.

*(We can be) engaging in learning how to practice environmental stewardship. It's an ongoing process of learning how we do that, how to take care of the land and live with it. Not every person here has to do all these things – it gives the scope that we can (family camp focus group)*

*I do like it and the nod to the 7<sup>th</sup> Principle. As stated, it's a worthy aim. We should be doing it and are doing it. It's clearly stated, no objections...Stewardship is a good word (family camp focus group)*

*I think this should be an important part of Unicamp's purpose. We have valuable and vulnerable land to steward. It is important that we balance protecting this land and using it. Identifying this environmental focus, we are placing ourselves in a broader geographic context. We own land that is a designated part of the biosphere (on-line survey)*



A number of concerns and questions were also raised in focus groups and the survey, including by those who liked the concept of stewardship. Concerns included: the need for reflection on and clarification of what stewardship means; that Unicamp has not been doing a good job of stewardship; that we need to do more to fulfill that role; and that more resources would be required. A few felt the term stewardship had negative connotations.

*This is the one that needs the most clarity on how to do that. Just engage is not enough... Engage people in learning about and practicing stewardship. Stewardship connotes way more than recycling. Stewardship is about how we care for the land, because it's not ours...I love it if we promote it. Now I feel we are users of land. Stewardship is really different... (we) need to know exactly what we're trying to do for that (family camp focus group)*

*It's incredibly important and one of the things we have the hardest time with. We really aren't doing a good job at stewardship – like the amount of garbage, lack of native species. The t-shirts we make are terrible for environment. So it's important to be here (staff focus group)*

*I think it's great. I'd love if we did this, I just don't think we kind of do that here... But hey, maybe this will start encouraging us to be a little more green? Maybe we'll get the garbage out of the caves. But I think to define ourselves right now, would maybe not be the best. I think we need to take a harder look at our environmental practices to say we do this actively (staff focus group)*

*There hasn't been a lot of care-taking. We can't let it go wild when people are using it. Co-create with nature and create a natural healthy environment. We're not so good at it. For example, the pine forest – we were supposed to take care of it but didn't and had to cut it all done, so stewarding the land into the 7<sup>th</sup> principle – no problem with it personally... Would like there to be more of an environmental thing (seasonal camper focus group)*

While no alternative words or concepts for environmental stewardship were suggested, some participants recommended we look to Indigenous teachings of living in right relations and in harmony with nature. For some it raised the importance of reflecting on Indigenous land issues and acknowledging that we live on borrowed land.

*The idea is great. At the beginning I stumbled on "stewardship." I think the word is biblical – man as steward of nature. Indigenous ways of being is a different word –of living in right relation.... in harmony (family camp focus group)*

*You might also emphasize the importance of First Nations notions of living in nature (eg. respect for the land, stewardship etc.) (on-line survey)*

A number of participants in the focus groups and survey said it is relevant and important to reflect on our relationship and responsibility to the land at Unicamp because we are there and living on the land. There was much agreement that there is an inherent challenge in balancing



our use of the land and taking care of the land. The land is impacted by our use and by external factors.

*What place does Unicamp benefiting the land itself hold? The place of humans in the world and nature is a whole philosophical conversation (young adult focus group)*

*From a volunteer viewpoint, I noticed people and nature can work together. We have to mow – but are aware not to encroach. But if we don't do it, it closes in, so how humans and nature live together? I like it but it's hard to do in practice (family camp focus group)*

*An approach to consider is, it's a human habitat as well as a natural habitat. Minimize the impact of occupying and living as symbiotically as we can with the environment (young adult focus group)*

### **A Broad View of Unicamp (activities and participants)**

There was a diversity of opinion regarding what our activities or actions should be or if we should be engaged in such environmental actions, particularly among focus group participants. Beyond stewardship (in the religion theme), the purpose specifies education, conservation and enhancement of our natural habitat.

Some focus group and survey participants liked these as concrete actions and thought Unicamp is already doing some environmental activities such as education and conservation, and could be doing more, as campers, as an organization and within programs.

*I love that it's very place grounded. We're in a very special setting on the escarpment and there have been threats, so to codify the importance of conservation is huge. Also having this as a value and a goal is good and important as well (young adult focus group)*

*Every decision should have the environment as top priority. Nurture in children to know what it means to be environmentally friendly, going without certain things. It's very important. If education, conservation and enhancement aren't clear enough, then they need to be clearer. Interpretations are not the same as everyone's and if it's not clear then it's not going to get done (staff focus group)*

Many also had questions, concerns and suggestions, often focused on clarifying what the terms meant, how they would be applied and how they would impact staff, campers, nature, and the land. A few questioned if it was feasible or thought it should not be a charitable purpose. The term “enhancement of the natural habitat” was the most frequently questioned (and problematic for some) among focus group and survey participants. Does enhancement apply to people or the environment and how would this be implemented? A participant noted that some enhancements of the land, such as improvements to the grounds, have improved mobility for elders. There were many considerations raised. The following provide a few illustrations of the wide range of perspectives.

*Occasionally there are educational things like edibles, caves etc. But not a program like learn about birds. Not quite sure what it means. Is it more about experiencing it? Does it mean education of the environment outside of Unicamp? Like electric cars? What does it mean? (family camp focus group)*

*The hard part is the word “enhancement.” Is it more green space, less invasive species or expand the pond unnaturally? It’s missing the idea of adopting green technology - compost, solar panels. We value green technologies and want to expand them (family camp focus group)*

*There’s logistical considerations that I think would make us fall short of this ideal...to be more environmentally friendly, we would need more funding to hire... or to free up some resources to do this environmental planning (staff focus group)*

*It’s seriously flawed. This is not a natural habitat. It was modified in many ways. We created the pond and lined it with clay...There are buildings all over the site... What’s natural here and could grow naturally?... What are we conserving?... What about restoration principles?... We need scientists and naturalists to help make it a better environment. So far, it’s human-centric (family camp focus group)*

*What’s hard is that passions would run high for this conversation. The thing we love the most is nature, and community... People are passionate about ideas and it could be challenging (family camp focus group)*

A number of participants provided ideas for how Unicamp could put such a purpose into action such as a natural habitat team, stewardship projects, educational campaigns, and coordinating actions related to our biosphere designation.

*We have a maintenance team where people learn. This is asking us to create a natural habitat team that does analysis and engages people in education and physical components (family camp focus group)*

*A fundamental problem, for many who come here for a retreat or spiritual retreat, they may not be interested in environmental education. But the word – project –engage in projects of environmental stewardship, such as permaculture or develop a small forest garden. Let’s create a project where we can have a mini natural environment (family camp focus group)*

*Get teachers in that run workshops...talk to Unicamp visitors about the unique situation Unicamp is in and what we can do about it... Designate a Unicamp Land Steward Person, someone who loves to do this with all their heart, film it and put it in the newsletter (on-line survey)*

### **Who are the participants?**

A few participants suggested clarifying whom we are engaging and educating (in addition to how.) Is it Unicampers only, the congregations as well, or the broader community?

## Thoughts on Governance and Organizational Development

Listening and collaborative decision-making are important. The Board could use the charitable purposes as a guide for decision-making.

Many participants felt it's important to define and clarify what all of these concepts mean, how they would be applied and their impacts on staff, campers and on nature and the land. This is also needed to have accountability and to meet goals.

There could be benefits and opportunities in adopting the third purpose, such as environmental grant funding and outreach. It could also support charitable status by legitimizing the time and effort related to caring for the land.

Some participants in staff focus groups said that including the third purpose would require resources and staffing to fulfill. It was also suggested there will be a need to build the infrastructure in order to engage people in stewardship.

Decision-making could have the environment as a priority. Unicamp can make ecologically sound purchases for camp. Being sustainable will come with higher costs.

## Feedback on the Introductory Statement to the Charitable Purposes

Introductory Statement: The statement of purpose of Unicamp of Ontario is to operate a Canadian Unitarian Universalist (UU) campground and Spiritual Retreat Centre for UU's, member congregations, and the general public of all ages to: (followed by the three proposed purposes)

Though it was not posed as a question in the focus groups or survey, some participants wished to provide feedback on the introductory statement to the three purposes.

There were questions and concerns raised in several focus groups about the "general public." Some did not know that Unicamp was open to anyone. Some wondered whether any restrictions were possible? Could an extremist group come to Unicamp? It was noted that there are vulnerable people at camp and a clothing optional beach. Campers have observed rule breaking (such as walking in the neighbour's field). It was thought that orientation for newcomers is needed. Also, rentals need vetting and to agree to our Principles. It was suggested that if the "general public" is legally required, then rephrase in a more welcoming way such as "the wider community" or "allies."

Several participants from various focus groups suggested calling Unicamp a "Camp" not "campground." For some this was related to the importance of centring Kids Camp and included suggestions to name it a "Summer Camp" or "Children's Camp."

Other suggestions included to say "adherents" instead of "UU's" and that "member congregations" is problematic as it does not include congregations that are not members of

Unicamp. One participant suggested deleting “all ages” since multigenerational is already included in Purpose 1.

### **Comments on the Community Engagement Process**

Many participants, particularly in the focus groups, expressed gratitude and appreciation for the opportunity to provide input. Some said they found the group process very interesting and worthwhile. A participant in the survey believed the research process was biased. Another participant expressed a lack of trust. Several said that parents and other groups needed to be consulted.

## **Discussion**

The objective of the community engagement process (focus groups and on-line survey) was to obtain feedback from the Unicamp and UU communities on whether the updated charitable purposes proposed by the Unicamp Charter Review Committee were valid or not, and what needed to be changed.

This section presents the interpretations and conclusions that were made based on the main quantitative and qualitative findings and will outline the revisions the committee made to the proposed purposes. All revisions were based on the community feedback.

There was an abundance of meaningful insights, reflections, and suggestions shared through the community feedback process. The committee sincerely thanks all participants who took the time to share their thoughts. The revised purposes are stronger because of the participation of the Unicamp and UU communities.

### **Quantitative Findings – On-Line Survey Participation**

Several questions in the on-line survey provided information about the characteristics of those who participated in the survey. What follows is our conclusions about the on-line survey sample.

- 100 people participated in the on-line survey. This is a very good response.
- There was a range of ages represented in the survey, with ages less than 35 and less than 18 years having the lowest participation. The age category of 18 and under was also a narrower age range of approximately 5 years, compared to all other age category ranges of 15 years. This reflects the value placed on youth perspectives and a wish to know the number of youth participating. The focus groups provided valuable youth and young adult perspectives as well. Four of the eleven focus groups were specifically for: junior staff, middle management staff, family camper youth and a CUC young adult group.

- A majority of the participants (71%) were involved with a congregation in the last five years. There was also a sizeable representation of a non-affiliated perspective, with 28% of participants indicating they were not involved with a congregation.
- Survey participants were involved with Unicamp in a variety of ways in the last five years, representing a range of experiences of Unicamp within the sample. It also included 4% who had never been to Unicamp.
- Parents of a child or youth camper in the last five years are well represented in the survey at 37%. This includes the 13% of parents whose only involvement in Unicamp is their child's participation in programs.
- About 1/5 of participants (19%) indicated they volunteered at Unicamp in the last five years. Volunteerism can be viewed as a proxy for engagement. This percentage indicates that it is not only the more involved participants at Unicamp who participated in the survey. The majority of participants in this sample did not volunteer at Unicamp.
- Those employed by Unicamp in the last five years were 12% of the survey participants. Staff perspectives were also well represented in the focus groups (3 of 11 focus groups).

Overall, we conclude that a sufficient number of people participated in the survey and that this sample of participants represents a reasonable range of different perspectives in terms of age, UU affiliation and a variety of ways of participating at Unicamp. It is clear that a diversity of opinion was expressed.

### **Key Findings from the Focus Group and On-Line Survey Ratings**

- As illustrated in Table 5 of the Results section, the purposes were rated as describing what Unicamp is about, "Well" or "Extremely Well," by 77% to 87% of participants. This indicates there was very strong majority support for all three purposes from focus groups and on-line survey participants.
- Purposes 1 and 2 had the highest levels of support (81% to 87%) from both groups. Purpose 3 had the lowest ratings for both groups, but at 77% still represents a strong majority indicating their support.
- As illustrated in Tables 2 and 4 in the Results section, the ratings on the "Poorly" side of the scale, were primarily rated "Poorly" rather than "Extremely Poorly" for both groups. "Extremely Poorly" ratings ranged from 1.8% - 7% indicating there was a small number of participants in the focus groups or the survey who were strongly opposed to the purposes as proposed.

- Obtaining very similar rating scale results from two different data sources (focus groups and the on-line survey) increases confidence in the results (data triangulation).

The rating scale results from the focus groups and on-line survey participants tells us there is strong majority support for the proposed charitable purposes. In order to better understand what people supported and what they did not support or wanted to see changed, we have the qualitative sources of data – the focus group interviews and the comments made by a portion of the on-line survey participants.

### **Qualitative Findings and Revisions to the Purposes Incorporating Community Feedback**

Some of the major findings of the focus group interviews and on-line survey will be briefly reviewed for each purpose. The revisions made to the purposes, incorporating the community feedback, will also be presented in this section. Please refer to the Results section of the report for a detailed presentation of the results.

The committee is grateful for the valuable feedback and suggestions for change provided by the Unicamp and UU communities. All of the feedback and suggestions were given consideration, even if not directly addressed in the sections below.

#### **Purpose 1**

The Purpose 1 proposal provided for community feedback was:

Provide camps, programs, services and gatherings, that advance Canadian Unitarian Universalist principles, engage in religious exploration, and build a welcoming, inclusive, multigenerational, community.

In Purpose 1, most participants liked the description of Unicamp activities as “camps, programs, services and gatherings” and felt this described Unicamp and its breadth of programs and activities well.

There was also clear feedback from participants (particularly from the staff focus groups and some participants in the on-line survey) that Kids Camp and youth camps need to be specifically named and prioritized, among the programs and activities offered by Unicamp. Participants felt it was important for many reasons – including the importance of these experiences for young people, the ability to receive government grants and the continuity of staffing. It was also suggested that if children and youth are centrally important, then family camps that also serve young people, should be included in the priority statement.

The committee decided to add the following statement that centres children and youth at Unicamp and prioritizes the activities that benefit and support them.

Children and youth are central to Unicamp, therefore activities such as Kids Camp, youth camps, and family camps, are a priority.

Some participants expressed concern about the implications for Kids Camp that it was not named or centred in the proposed purpose statements. The description of Unicamp activities as “programs, activities, services, and gatherings” was used to comply with the CRA standards that

purposes should not be too narrow nor too broad. The naming of all programs was considered too narrow for charitable purpose statements. However, we have heard clearly that it is important to many people that children and youth and their programs be named and prioritized, as reflected in this revision. While it may not be needed for CRA standards, a strong case was made for why it's important for the community to include a statement of Unicamp priorities.

There was very strong support for the goal of building “welcoming, inclusive, multigenerational, community” from most participants. There was also recognition of the challenges and on-going efforts that are required amid competing needs. In addition, a number of participants were concerned that newcomers and non-UU visitors and participants feel welcome. The following revisions were made based on participants’ suggestions. The words in bold illustrate the revised wording.

and **strive to create** a welcoming, inclusive, multigenerational, **community experience**

In the theme – How We Do Religion at Unicamp – many participants expressed support for the Principles as a means of advancing the UU religion. Religious exploration was also viewed as important, but there were many suggestions for changing the way it is described in order to be more welcoming and authentically UU. The phrase, “religious exploration” was therefore changed to “spiritual exploration.” The P in Principles was also capitalized (for all purposes).

Below is the revised Purpose 1, incorporating community feedback. Words in bold indicate where revisions have been made.

Provide camps, programs, services and gatherings, that advance Canadian Unitarian Universalist **P**inciples, engage in **spiritual** exploration, and **strive to create** a welcoming, inclusive, multigenerational, **community experience**. **Children and youth are central to Unicamp, therefore activities such as Kids Camp, youth camps, and family camps, are a priority.**

## Purpose 2

The Purpose 2 proposal provided for community feedback was:

Nurture leadership and life skills by offering programs and opportunities to children, youth, and adults through grounding learning in the Canadian Unitarian Universalist Principles.

There was strong support and agreement that leadership and life skills are important goals, it describes what we are already doing and that Unicamp does this very well. The application to the programs for youth was clear and had broad support. Many participants (particularly in staff focus groups, and some participants in the on-line survey) wished to see Kids Camp and youth camps be specifically named and prioritized in this purpose as well. A statement was added to Purpose 1 that centres and prioritizes children and youth and their programs. This

statement would apply to all camps and programs therefore the statement was not repeated in Purpose 2.

The application of this purpose to adults and adult programs was clear and valued by many participants who felt that learning for all ages, and multigenerational learning is being done well at Unicamp. For others the application to adult programs was less clear for various reasons. For many that related to the wish to prioritize children and youth, discussed above. Some others were unclear about how the concepts of leadership, life skills or the grounding of programs in UU Principles applied to adult programs.

Many suggestions were offered by participants to expand the goals of this purpose beyond leadership and life skills. Some suggestions expand the scope more clearly for all programs, particularly for adult programs. The committee decided to add “spiritual growth” to the goals of leadership and life skills. This also strengthens the advancement of religion in Purpose 2.

The living out and expression of UU Principles is widely seen as important at Unicamp. Principles are used by staff in children’s and youth programs but could be used more intentionally in all program planning, including in adult programs. However, many participants felt that the phrase “through grounding learning in the Canadian Unitarian Universalist Principles” was awkward and unclear. Of the many suggestions for change, the committee chose “rooted in” as an appropriate way to express the foundational nature of the Principles. In addition, a few participants suggested that UU Sources be added to UU Principles. That was implemented as it further expands and clarifies how the programs and opportunities in Purpose 2 can advance the UU faith in programs for all ages.

There were some suggestions to add “seniors” to “children, youth, and adults” and to consider adding “young adults,” if it reflected an intention from Unicamp or if adult age categories were named. The Committee changed “adults” to “adults of all ages” to indicate that all are welcome to participate, across the life span.

Below is the revised Purpose 2, incorporating community feedback. Words in bold indicate where revisions have been made.

Nurture leadership, life skills **and spiritual growth** by offering programs and opportunities to children, youth, and adults **of all ages, rooted in** the Canadian Unitarian Universalist Principles **and Sources**.

### Purpose 3

The Purpose 3 proposal provided for community feedback was:

Engage people in practicing environmental stewardship and living out the Canadian Unitarian Universalist principle of respecting the interdependent web of all existence. This will be realized through: education, conservation, and the enhancement of Unicamp’s natural habitat.



Most participants appreciated having this purpose and felt it was important. The 7<sup>th</sup> principle of the interdependent web is meaningful for many and fits well with Unicamp. Some suggested expanding on the connection to the interdependent web and to add the experiencing of nature and spirituality, tied to the 7<sup>th</sup> principle. The concept of “experiencing nature” was added to the purpose as this is foundational to living out this Principle at Unicamp.

Many participants supported the concept of “stewardship” and saw it as a worthy goal. It could help us to learn about environmental stewardship, to obtain grants and to support charitable status by legitimizing the many environmental activities Unicamp engages in currently and could do in the future. A number of participants, including those who supported it, expressed concerns about what it means, if we are currently fulfilling this responsibility or the need to do better. Many agreed that it is important to reflect on our relationship and responsibility to the land and nature at Unicamp. It is a challenge to balance our use of the land and taking care of the land. We can also benefit from learning about Indigenous teachings, the history of this land and considering the 8<sup>th</sup> Principle.

The committee modified the concept of stewardship from “practicing environmental stewardship” to “learning about environmental stewardship” based on participants’ suggestions. This also addresses the concern about Unicamp’s capacity to act as stewards at this time and places the focus on learning and growing in our understanding.

Beyond stewardship, the purpose specified the actions of “education, conservation and enhancement of Unicamp’s natural habitat.” There was much diversity of opinion regarding what these actions mean, how they would be applied and how they would impact the Unicamp community and the land. While a number of participants supported these actions, there was also much concern about whether we could, should, or have the resources to be engaged in such activities.

The committee concluded that further reflection and community conversation would be beneficial in order to determine the specific actions Unicamp can or should take. The specific activities of “education, conservation and enhancement of Unicamp’s natural habitat” were thus deleted from the purpose. The concept of “learning about environmental stewardship” and “living out” the 7<sup>th</sup> Principle, are sufficiently broad to give Unicamp flexibility in discerning how this will be operationalized as actions.

A few participants suggested clarifying who we are engaging and educating. Is it Unicampers only, the congregations as well, or does it include the broader community? The term has been more clearly defined as “Unicamp participants.”

Below is the revised Purpose 3, incorporating community feedback. Words in bold indicate where revisions have been made.

Engage **Unicamp participants in learning about** environmental stewardship, **experiencing nature**, and living out the Canadian Unitarian Universalist Principle of respecting the interdependent web of all existence.

## Introductory Statement for the 3 Purposes

Introductory statement: The statement of purpose of Unicamp of Ontario is to operate a Canadian Unitarian Universalist (UU) campground and Spiritual Retreat Centre for UU's, member congregations, and the general public of all ages to: (followed by the 3 Purposes)

Some participants provided feedback on the introductory statement to the purposes. While it was not a question in the focus group interviews or on-line survey, the feedback was appreciated and very helpful. Several revisions were made based on the feedback: "campground" was changed to "Camp;" "member congregations" was changed to "congregations;" and the "the general public" was changed to "the wider community." Below is the revised introductory statement to the purposes with the revisions in bold.

The statement of Purpose of Unicamp of Ontario is to operate a Canadian Unitarian Universalist (UU) **Camp** and Spiritual Retreat Centre for **UU 's, congregations, and the wider community** of all ages to: (followed by the 3 Purposes)

## The Revised Charitable Purpose Statement Incorporating Community Feedback

Below is the complete, revised charitable purpose statement, incorporating community feedback.

The statement of Purpose of Unicamp of Ontario is to operate a Canadian Unitarian Universalist (UU) Camp and Spiritual Retreat Centre for UU 's, congregations, and the wider community of all ages to:

Provide camps, programs, services and gatherings, that advance Canadian Unitarian Universalist Principles, engage in spiritual exploration, and strive to create a welcoming, inclusive, multigenerational, community experience. Children and youth are central to Unicamp, therefore activities such as Kids Camp, youth camps, and family camps, are a priority;

Nurture leadership, life skills and spiritual growth by offering programs and opportunities to children, youth, and adults of all ages, rooted in the Canadian Unitarian Universalist Principles and Sources;

Engage Unicamp participants in learning about environmental stewardship, experiencing nature, and living out the Canadian Unitarian Universalist Principle of respecting the interdependent web of all existence.

## Final Thoughts and Next Steps

There was an abundance of meaningful and insightful reflections and feedback provided by the Unicamp and UU communities. The community feedback may also be relevant and useful in the future for the operationalizing of the updated charitable purposes, for Unicamp governance and other organizational development work.

The Charter Review Committee's mandate was to review Unicamp's original charitable purpose statement from 1969, using a community engagement process, and bring recommendations to the members. The original purposes specify the "Unitarian religious training of children" and "church and leadership conferences and seminars." The language is outdated and the purposes are too narrow. The committee concluded that the original purposes do not sufficiently describe our current objectives nor provide sufficient scope for the breadth of the current programs and activities of Unicamp. Clarification and understanding of what is legally charitable was also required for this updating. It's important to emphasize, that for a religious charity, the legally charitable purposes are to advance religion. The CRA also requires religious charities to outline the means (activities) whereby our religion is advanced and who are the beneficiaries or participants. The committee considered the many Unicamp sponsored programs and activities that include Kids Camp, youth camps, family camps, occasional camping, seasonal camping, adult weekend and week-long programs, UU Sunday services, and gatherings such as Thanksgiving. The committee reviewed how the UU religion is advanced through the UU Principles, spiritual exploration and learning and leadership rooted in the UU Principles (and now Sources). It is the committee's view that all of the Unicamp sponsored activities can fulfill the charitable purpose of advancing the UU faith. We conclude that the community feedback results clearly support this broad view of Unicamp, and ways of advancing the UU religion at Unicamp described in the proposed purposes. The purposes are now revised and stronger as a result of the community feedback. We encourage Unicamp to look for ways to infuse spirituality more intentionally into our programs and activities, while maintaining a spirit of openness, flexibility and creativity. In addition to strengthening our compliance with the legal requirements for charities, we would also benefit as a community, and as a faith, from doing so.

### Next Steps

At the 2022 Unicamp Annual General Meeting, delegates approved the Charter Review Committee's motion to continue work on the charitable purposes in 2023. The committee will review the charitable purposes that have been revised based on the community feedback, with Unicamp leadership. The review will consider the financial, operational, legal and other implications of updating Unicamp's charitable purposes and how it could affect Unicamp leadership, staff, members and participants.

It will also be important to clarify how the various programs and activities of Unicamp fulfill the charitable purpose of advancing religion. The CRA requires organizations changing or updating their purposes to submit a detailed list of activities and to illustrate how they fulfill the proposed charitable purposes. While the committee has considered many of these aspects in its development of the charitable purposes, we believe that a collaborative review with

Unicamp leadership is important and will result in charitable purpose statements that are legally compliant, authentic, and best serve the interests of Unicamp as a whole.

In order to change Unicamp's charitable purposes, they will need to be approved by a 2/3 vote of the delegates representing the congregational members, the Canada Revenue Agency and the Office of the Public Guardian and Trustee (Ontario). The Committee will recommend to the Board that Unicamp seek designation as a religious charity as it is currently designated in the "Other" category. The Unicamp Board of Directors is currently working on updating the by-laws and articles of incorporation to comply with the new ONCA (Ontario Non-Profit Corporations Act). The next steps in updating the charitable purposes may be beneficially integrated with this work.

The committee will hold an on-line town hall meeting on April 1, 2023, 10:00 – 11:00 a.m. There will be a brief presentation of the results and time for discussion and reflection. You are invited to join us and can obtain the link to the meeting at the email address below.

If you have any questions or concerns, please contact Dianne Heise, project lead and author of these reports at [unicampprep@gmail.com](mailto:unicampprep@gmail.com)

**We sincerely thank the Unicamp and UU communities for participating in this democratic process of reviewing and updating the charitable purposes for Unicamp!**

## **APPENDIX 1. Legal Requirements for Charitable Purposes**

To learn more about the legal requirements for charitable organizations and charitable purposes, please refer to the summary prepared by the Canadian Unitarian Council or the Canada Revenue Agency website. Some links are provided below.

Canadian Unitarian Council – Reviewing and Updating Charitable Purposes

<https://cuc.ca/congregations-leaders/legal-issues-reporting/reviewing-updating-charitable-purposes/>

Canada Revenue Agency – What is Charitable

[What is charitable? - Canada.ca](#)

Canada Revenue Agency - How to draft purposes for charitable registration

[How to draft purposes for charitable registration - Canada.ca](#)

## **APPENDIX 2. List of Suggested Wording Changes to the Purposes**

The focus group and on-line survey participants made many suggestions for changing or adding words or concepts to the three proposed purposes and the introductory statement to the purposes. These suggestions were included in the analysis of the community feedback and examples were provided in the presentation of the main themes in the Results section. A separate list of suggested changes was compiled to assist the Charter Review Committee in giving all suggestions consideration in the revising of the purposes. Appendix 2 provides the full "List of Suggested Wording Changes."

There were also many requests to clarify and define a number of the words and phrases in the proposed purposes. Some participants felt it was hard to make judgements without the specifics. While the purposes will need to be operationalized, that level of detail would not occur within the charitable purpose statement itself.

### **Purpose 1 - Suggested Wording Changes**

Provide camps, programs, services and gatherings

- name, center and prioritize children and youth and their programs (Kids Camp and youth camps)
- have a separate purpose for Kids Camp and youth camps
- add a distinct established protection for 3 -4 weeks of Kids Camp and 1 week of youth camp
- add "special efforts will be undertaken to ensure that children and youth will always have ample and sufficient camps and programs to address their evolving needs"
- include family camps in the prioritization as they serve children and youth also
- say "Provide children's and family camps, programs, services, and gatherings..."
- Rewrite as: "Provide camps, programs, gatherings and services to persons of all ages that support and advance the practice and deeper understanding of Canadian Unitarian Universalist Principles in a welcoming, inclusive, and multigenerational community."

Advance:

- add "demonstrate" and "advance" to show we're living it
- say "rooted" or "reflected in Principles" to replace "advancing Principles"
- replace advance with "exemplify" or "reflect" or "reflect and advance"
- does "advance" mean build on Principles or change them? Say "in line with" or "enable people to engage with "Principles"
- replace "that advance" with "which advance"

Principles:

- capitalize P in principles
- say "exploring Principles" to help with religious exploration
- say "Principles and Sources"

### Religious Exploration:

- change to “spiritual exploration” or “spiritual and religious exploration” (more inclusive)
- change to “engage in UU religious exploration”
- change to “spirituality or discovery driven or meaning seeking”
- say more clearly - living UU values (best way to grow community)
- add exploration of the human condition
- add exploring purpose in life

### Build:

- say “working toward inclusivity...”-or “striving for inclusivity”
- change or add “provide” to build
- delete “a” just “build”

### Community:

- change to “a community experience” or “experience of community” (not all engage)
- missing is “spiritual community”
- add “equitable” is not part of “inclusive”

### Additional suggestions:

- add - to have fun
- add concepts of safety, justice, financial accessibility, participatory leadership
- add a reference to the place and facilities
- no comma after multigenerational
- this one is missing life skills

## **Purpose 2 - Suggested Wording Changes**

### Nurture:

- say “educate and nurture”
- say “promote” instead of nurture

### Leadership and life skills:

- say “empowerment” or “curiosity and empowerment” instead of leadership
- add the idea of group work and collective experience
- specify “life skills” such as “safe space and tools for personal growth”
- say “life skills (social and practical)”
- add “guiding”
- rewrite as "Foster leadership and personal growth in children, youth, and adults by offering programming that is grounded in the Canadian Unitarian Universalist principles."
- rewrite as “Nurture leadership and life skills by offering opportunities to children, youth and adults grounded in Canadian UU principles."

- say "leadership and/or life skills"
- instead of life skills say "nurturing activities demonstrating UU values"
- Add: "education," "personal and spiritual growth," "personal development," "spiritual growth," "joy filled recreation," "re-creating in nature," or "exploring personal philosophy"

#### Programs and opportunities:

- remove "programs," saying "opportunities" is sufficient

#### Children, Youth and Adults:

- prioritize children and youth
- say "Primarily focused on programs and opportunities to children and youth, while also providing something for adults."
- leadership /life skills doesn't necessarily apply to adults so separate them out in the statement
- add "seniors"
- add "young adults" (if there's an intention for them or if the adult categories are listed)

#### Through grounding learning:

- suggestions for re-wording: "through grounded learning in the UU Principles" or "by grounding learning in the UU Principles" or "through learning (or education) grounded in UU Principles" or "through practicing the UU Principles" or "through guiding learning"
- other suggestions: "rooted in the UU Principles" or "living out" or "inspired by" or "based on" or "drawing from the UU Principles" or "through the lens or filter of Principles" or "from a UU foundation"
- add learning, say, "through learning and experiences grounded in the UU Principles"
- say "offers" or "by offering"
- change grounding to "continuing" (it's progressive)

#### Principles:

- add "Sources" to "Principles" (are core tenets and means of values formation and expression)

#### Additional Suggestions:

- delete "Canadian"
- add the idea of having fun
- add the word "culture"
- add camper financial supports
- use a plain language resource to simplify, language is too complex
- delete the purpose



### Purpose 3 - Suggested Wording Changes

#### Engage people:

- specify which “people” to engage– Unicampers, congregants, or also broader community?

#### in practicing environmental stewardship:

- say instead “engage people in learning about and practicing stewardship” or “engage people in learning about stewardship”
- say “responsibility” instead of “stewardship”
- say “stewarding the land into the 7th principle”
- say “engage in projects of environmental stewardship”
- include Indigenous ideas of right relations or living in nature
- include that the land is borrowed, not ours

#### Add:

- experience of nature
- missing is “being able to experience nature” and “spiritual participation.” Tied to the principle.
- Consider adding the 8<sup>th</sup> principle as a purpose

#### Additional suggestions:

- suggested rephrasing as: “encourage campers and visitors toward responsible stewardship for the land Camp encompasses as a naturalized space of respite from urban life.”
- rephrase as “engage people in environmental justice and living with the principle of the interdependent web...through education, conservation and respecting Unicamp’s natural habitat.”
- change enhancement to “the engagement with and ongoing enhancement of...”
- delete second sentence
- change the sequence of purposes
- last sentence should be in present tense
- missing the democratic principle. Use the word “participatory” or “recommend” or “host”
- say “to nurture participatory leadership”
- “education” is formal. Better word?
- edit wording to line up with the wording of the others
- re-word to be more persuasive
- delete the purpose, it’s already in #1.
- delete this purpose
- don’t need this purpose, change religious exploration in purpose one to environmental stewardship and just have purpose one. Say – “Provide camps, programs, services, and gatherings that advance Canadian UU Principles, engage in environmental stewardship, and build a welcoming, inclusive, multigenerational community”

-not specific to a purpose – say that “Unicamp includes all UU’s and is welcoming to all and safe in all identities”

### **Introductory Statement – Suggested Wording Changes**

#### **General Public:**

-Rephrase to be more welcoming such as “the wider community” or “allies or “like-minded public”

#### **Campground:**

-change to “Camp” to better reflect who we are  
 -change to “Camp” or “Summer Camp” or “Family and Children’s Camp”  
 -don’t say “campground” as seasonal camping should not be charitable

#### **For Unitarian Universalists:**

- say “adherents” instead of “UU’s”

#### **Member congregations:**

-change to include non-member congregations

#### **Of all ages:**

-delete since multigenerational is in purpose one

## Appendix 3 - Focus Group Interview Guide

Note: This is the in-person version of the focus group interview guide. The on-line version is modified slightly for the different format.

**This Unicamp Charter Focus Group Guide is organized below as follows:**

1. Welcome. The topic, objectives, and who are invited to participate.
2. What a focus group is. Consensus on “Ground Rules”?
3. Conduct the Focus Group.
4. Wrap-up.
- 5.

### THE FOCUS GROUP GUIDE

#### 1. WELCOME. TOPIC, OBJECTIVES, AND PARTICIPANTS.

CO-MODERATOR: *Let’s start by sharing first names and tell us the year you first went to Unicamp. (Demonstrate by just saying the year. Can be interesting to see how recently or long ago.)*

MODERATOR:

*Welcome! We’re here today because a Unicamp committee reviewed and updated the charitable purposes of the Unicamp charter. Charitable purposes are what we intend to achieve with all the programs and activities at Unicamp – our reasons for existing. As a religious charity, all our purposes must advance our UU religion. Before it is finalized, we need to run the updated purposes by members of the Unicamp community and get feedback.*

*The Unicamp charitable purposes we have **now** are from 1969 and state:*

*“To organize, operate and maintain camps with related services for Unitarian religious training of children and to provide, operate and maintain facilities for church and leadership conferences and seminars”*

*So now we’re going to look at the three charitable purposes that we propose to replace the 1969 purposes. We will ask questions about what is good, not so good, easy, and hard about each one. This should validate the purposes or not, and give some insight into which parts may be easier or harder to live out.*

#### 2. WHAT IS A “FOCUS GROUP”? WHAT ARE ITS “GROUND RULES”?

MODERATOR:

*This meeting has the format of a “focus group”. I am here to facilitate the meeting and listen to you. \_\_\_\_ is the co-facilitator, \_\_\_\_\_ is the note-taker. We will make note of what people say but in our report we won’t include who said what.*

*A focus group is a way to gauge people’s ideas about a concept or plan. It gives people a voice and helps sharing and listening in a safe, respectful environment.*

*A focus group is NOT a meeting or discussion forum for making decisions or coming to consensus on an issue. It is NOT about persuasion or coming to agreement.*

*A focus group IS a good way for gathering opinions and receiving broad input for later decisions.*

*It will take about an hour. Before we begin, (co-moderator name) will mention a few ground rules that are typical of focus groups.*

**CO-MODERATOR:**

- a. Please share whatever your opinions and perceptions are. We want to hear a range of input. There is no right or wrong. There is no need for people to be in agreement with anyone else. Please share whatever input you feel is useful. It's okay to say things you think we might not want to hear. It's also okay not to say anything or pass on questions.*
- b. Be respectful of others' views and allow everyone a chance to respond.*
- c. In general, the focus group is not about responding to one another or having a group discussion. Like in an interview, we ask you to respond mostly to the Moderator. A benefit of a focus group though is that other people's opinions may spark ideas for you that you want to share.*
- d. We have only a limited time to get through our list of questions, so we ask that you not go on and on. There may be times when the moderator may ask you to summarize or shorten your remarks. If the moderator cuts you off or changes the subject, it just means they're concerned that we keep moving forward or hear from everyone. Similarly, the co-moderator may hold up a yellow or red card to let you know when it's time to finish your thought.*

**ASK:** *Is everyone okay with the ground rules?*

*Any questions before we begin?*

### **3. THE FOCUS GROUP.**

**MODERATOR:**

*We can do circles for responding, or if you have something to say, just raise your hand. The note-taker will take down the main point of your comment, and sometimes might need to ask you to repeat or clarify it or for us to slow down. If there is a comment that doesn't quite fit, we may write it down in a "parking lot" of issues for later or another time.*

*Before we get your ideas about the 3 new charitable purposes, we want to let you know there is an introductory statement for the three purposes of the charter that says:*

*The statement of purpose of Unicamp of Ontario is to operate a Canadian Unitarian Universalist (UU) campground and Spiritual Retreat Centre for UU's, member congregations, and the general public of all ages to: (and then the 3 purposes follow). We will not be talking about this*

*introductory statement but will focus on the 3 purposes.*

*CO-MODERATOR: Purpose #1 states: Provide camps, programs, services, and gatherings that advance Canadian Unitarian Universalist principles, engage in religious exploration, and build a welcoming, inclusive, multigenerational, community.*

*MODERATOR: What are your thoughts about what is GOOD, and what ISN'T GOOD about this purpose?*

1. What is GOOD about Purpose #1?	2. What ISNT GOOD about Purpose #1?

*MODERATOR: What are your thoughts about what is EASY, and what is HARD or is a barrier to living out this purpose?*

3. What is EASY about Purpose #1?	4. What is HARD about Purpose #1?

*CO-MODERATOR: Purpose #2 states: Nurture leadership and life skills by offering programs and opportunities to children, youth, and adults through grounding learning in the Canadian Unitarian Universalist Principles.*

*MODERATOR: What are your thoughts about what is GOOD, and what ISN'T GOOD about this purpose?*

1. What is GOOD about Purpose #2?	2. What ISN'T GOOD about Purpose #2?

*MODERATOR: What are your thoughts about what is EASY, and what is HARD or is a barrier to living out this purpose?*

3. What is EASY about Purpose #2?	4. What is HARD about Purpose #2?

CO-MODERATOR: *Purpose #3 states: Engage people in practicing environmental stewardship and living out the Canadian Unitarian Universalist principle of respecting the interdependent web of all existence. This will be realized through: education, conservation, and the enhancement of Unicamp's natural habitat.*

MODERATOR: *What are your thoughts about what is GOOD, and what ISN'T GOOD about this purpose?*

1. What is GOOD about Purpose #3?	2. What ISN'T GOOD about Purpose #3?

MODERATOR: *What are your thoughts about what is EASY, and what is HARD or is a barrier to living out this purpose?*

3. What is EASY about Purpose #3?	4. What is HARD about Purpose #3?

#### **4. WRAP-UP.**

We're going to switch to the co-moderator to wrap up.

CO-MODERATOR: *Before we finish up, we have a survey question about each of the 3 charitable purposes. They have a numeric rating scale ranging from very poorly to extremely well and you are asked to rate how well each charitable purpose describes what Unicamp, as a religious charity, is about. When you have completed the survey, place it in the box. This will be included as part of the feedback for your focus group. We have just two more brief questions to ask the group when all have finished the survey.*

*Wait for people to complete surveys – hopefully it happens quickly.*

CO-MODERATOR: *We're almost done now.*

*We'd like to know if you think there is anything that is missing from the 3 charitable purposes?*

CO-MODERATOR: *Do you have any suggestions or comments you would like to add?*

CO-MODERATOR: Provides a quick wrap-up with comments and next steps.

**THANK YOU!!!**

## Appendix 4: The On-Line Survey

### Survey on Updated Charitable Purposes for Unicamp Deadline for survey responses is August 31<sup>st</sup>

This survey is intended to gather feedback from people who are not providing their feedback through a focus group. The questions overlap. Thank you for your participation!

Original charter can be found here: [Original Charter 1969 \(unicampofontario.ca\)](http://unicampofontario.ca)

A Unicamp committee of congregational delegates with staff and board representation, have developed updated charitable purposes for Unicamp. These are statements that express what Unicamp seeks to achieve with its programs and activities and are a key part of the legal governing documents. It is important to hear what the Unicamp community thinks about these proposed purposes. How well do these charitable purposes describe Unicamp's current objectives? To learn more, see the Report or Summary Report.

This survey will take less than ten minutes to complete. We value your feedback and will keep all of your answers anonymous. Personal identifiable information will not be collected or used in this survey. Your identity will remain anonymous.

A summary of the survey results will be included in a report to delegates at the 2022 Annual General Meeting of Unicamp, and will be shared through member congregations and the Unicamp newsletter.

The survey is voluntary and all questions are optional. The first three questions help us understand if there are differences in opinions related to age group or level of experience with Unicamp or UU congregational life and to know if a variety of perspectives are represented in the survey results. Then we ask you to rate each of the three charitable purposes using the rating scale. It is optional to include written feedback in the comment boxes. The last question asks if you think anything is missing from the proposed charitable purposes.

What is your age?

- 18 or younger
- 19-34
- 35 – 50
- 51 – 66
- 67 +
- Prefer not to answer

In what ways have you participated in Unicamp in the last five years? Check all that apply.

- Never been to Unicamp
- Previously participated in Unicamp but not in the last 5 years
- Camped or participated in programs once or a few times in the last 5 years
- Camped or participated in programs on a regular basis in the last 5 years
- Parent of a child or youth camp participant in the last 5 years
- Employed by Unicamp in the last five years
- Volunteered at Unicamp in the last five years
- Prefer Not to Answer

Are you involved in a Unitarian Universalist congregation?

- Yes
- No

In the second section we ask you to rate each of the three charitable purposes using the rating scale. The last question asks if you think anything is missing from the purposes.

There is an introductory statement to the 3 proposed charitable purposes for Unicamp that says:

The statement of purpose of Unicamp of Ontario is to operate a Canadian Unitarian Universalist (UU) campground and Spiritual Retreat Centre for UU's, member congregations, and the general public of all ages to: (and then the 3 purposes follow).

Please rate each of the following **three proposed charitable purposes** on the rating scale provided. Optional comment boxes are provided if you wish to share your thoughts.

Rate how well the first charitable purpose describes what Unicamp, as a religious charity, is about?

**Purpose 1 is to: Provide camps, programs, services, and gatherings that advance Canadian Unitarian Universalist principles, engage in religious exploration, and build a welcoming, inclusive, multigenerational, community.**



Statement 1: Does this describe Unicamp's purpose...

- 1 – Very Poorly
- 2 – Poorly
- 3 – Well
- 4 – Extremely Well

Comments related to purpose #1:

Rate how well the second charitable purpose describes what Unicamp, as a religious charity, is about?

**Purpose 2 states: Nurture leadership and life skills by offering programs and opportunities to children, youth, and adults through grounding learning in the Canadian Unitarian Universalist Principles.**

Statement 2: Does this describe Unicamp's purpose...

- 1 – Very Poorly
- 2 – Poorly
- 3 – Well
- 4 – Extremely Well

Comments related to purpose #2:

Rate how well the third charitable purpose describes what Unicamp, as a religious charity, is about?

**Purpose 3 states: Engage people in practicing environmental stewardship and living out the Canadian Unitarian Universalist principle of respecting the interdependent web of all**

**existence. This will be realized through: education, conservation, and the enhancement of Unicamp's natural habitat.**

Statement 3: Does this describe Unicamp's purpose...

- 1 – Very Poorly
- 2 – Poorly
- 3 – Well
- 4 – Extremely Well

Comments related to purpose #3:

Do you think there is anything that is missing from the 3 charitable purposes? If so, please comment in the box below.

For questions, comments or additional information about this survey or the work of the committee, please contact [unicamprep@grandriverunitarian.ca](mailto:unicamprep@grandriverunitarian.ca)

**Thank you for your feedback!**