SEDE ANNUAL REPORT
[2014 – 2015]
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The Social Equity and Diversity Education (SEDE) Office provides information, education and training to all areas of the University in order to cultivate a respectful, diverse and supportive campus.

Through innovative practices, strategic partnerships and capacity building, we promote the development of inclusive, sustainable, and equitable environments within our communities. By connecting with local and regional organizations, SEDE also provides McGill’s students and staff with community-based learning experiences that foster leadership, encourage civic engagement, and promote a deeper understanding of diversity. At the same time, via outreach initiatives, SEDE seeks to further McGill’s stated objective of increasing and improving access for underrepresented groups.
I am pleased to have the opportunity to reflect upon the past year’s activities and exciting accomplishments of the Social Equity and Diversity Education (SEDE) Office. Indeed, they are a testament to our institution’s longstanding commitment to the promotion of equity and diversity, as well as our ability to face and adapt to the current financial hurdles.

I wish to acknowledge and thank our staff who work closely with me to implement our office’s mandate. Their dedication as members of SEDE plays a key role in the institution’s governance and overall performance. Our staff develops and oversees many departmental initiatives such as the Safer Spaces Workshop Series, the Schools Outreach Programs, Indigenous Awareness Week, and Community Action Toolkit (CAT). For example, our Annual Community Engagement Day brought together more than 500 participants, including McGill staff, faculty, students, and community organization members. The results were a source of tremendous pride for our office.

In order to cultivate a respectful, diverse and supportive campus, SEDE’s members also collaborated on partnerships: one such initiative involves the Faculty of Education. Through a formal partnership established in 2014, where each benefits from and extends the expertise and reach of the other, SEDE and the Faculty of Education work in tandem to strengthen equity and diversity education at McGill and beyond.

My thanks also go out to our student employees and volunteers for their willingness to go the extra mile and work cooperatively with our staff to address the many challenges and needs of the McGill community. We value students as being an integral part of our values of inclusion, equity and diversity and contributing to innovation and change. A perfect example of this was their participation in our programs as project facilitators, coordinators, interns, and volunteers. Finally, I wish to thank our many partners at McGill and in the Montreal community who have embraced our office’s mission and contributed to making a real difference in equity, diversity, community engagement and education.
SEDE offers a wide variety of training programs and community engagement activities for Faculty, Staff and Students. Our office strives to foster a better understanding among different cultures and communities through our three branches: Community Engagement, Indigenous Education and, Equity Education.

This is in order to cultivate a respectful, diverse and supportive campus through diffusion of information, education and training to all areas of McGill University. We also bring students into the local communities through programs such as Homework Zone, which has recruited 100 McGill student volunteers to mentor elementary students in under-represented neighborhoods of Montreal in the past year. Both mentors and mentees acquire more understanding of education, socio-economic and cultural issues.

Unlike similar offices at other G13 universities in Canada whose role focuses on intervention, advocacy and resolution of individual cases of discrimination and harassment, our primary objectives are education and community outreach.
Introduction

In 2014-2015, SEDE’s Equity Educational Advisors focused on extending the reach of our educational programs to all areas of McGill’s two campuses.

As Equity Educational Advisors, Tynan Jarrett and Sarah Malik are responsible for:

- Trainings and workshops on a wide range of topics related to equity, diversity, and inclusion at McGill, with a special focus on workshops tailored to Staff, Student Staff, and Faculty
- Individual consultation and advising on best practices and policy implementation
- Acting as points of contact for members of marginalized communities and people experiencing marginalization at McGill
- Building community and spaces for members of marginalized groups at McGill
Highlights of the Year

Some highlights of the year include:

- **Public Awareness Strategy (PAS)** – this year marked the production phase for a new pilot initiative at SEDE. The PAS was initiated with the goals of demystifying the concepts and language of social equity and diversity; making the learning tools and programs available at SEDE accessible to wider audiences at McGill and beyond; and creating more opportunities to learn about and engage with issues of equity and diversity. This project has brought together stakeholders from both of McGill’s campuses. This year we have produced 15 videos in English and French, three posters that can be seen across both campuses, and accompanying text-based information.

- **Partnerships and Increased Faculty Uptake** – a number of productive partnerships emerged in 2014-2015, notably with Occupational Therapy, the Animal Resource Centre, and the Faculty of Engineering. These partnerships were characterized by commitment and engagement from senior administrators, successive trainings for people of different functions, and practical impacts in areas such as policy statements, teaching practices, and measures to assess and enhance workplace climate.

- **Student Trainings** – in January 2015 SEDE created a part-time position to support student training needs. This position took on the training for Student Leaders offered each semester, and offered trainings to departmental and faculty student association Equity Commissioners, Computer Science Undergraduate Students, TV McGill, and MBA Students.
Safer Spaces Workshop Series

The Safer Spaces workshops are a suite of regularly-scheduled equity workshops designed to meet the needs of staff, faculty and graduate students.

Target population: Staff, Faculty, and Graduate Students:

Accomplishments:

- 163 participants
- 16 workshops, (Fall 2014: 10; Winter 2015: 6)
  - Diversity and Anti-Discrimination;
  - Sexual Orientation and Gender Identity;
  - Issues in Race and Culture;
  - Indigenous Perspectives (delivered by Allan Vicaire, Indigenous Education Advisor)
  - Access, Disability, and Universal Design (designed and delivered by Tanja Beck and Frederic Fovet of the Office for Students with Disabilities)
  - Consent and Sexual Assault - Raising Awareness (designed by the Harm Reduction Liaison Officer, Office of the Dean of Students, delivered in partnership with the same)
- Safer Spaces Certificate now available for participants who have completed all 6 workshops (5 recipients in April 2015)
Made-to-Measure Trainings

Custom trainings and consultations are designed to meet the specific needs of individual groups or departments at McGill. Upon request, the Equity Advisors will consult with members of a unit about the scope and nature of their training needs. Custom sessions combine material from our regular offerings with information and interactive modules that are discipline specific, and use the latest research into promising practices.

Target population: staff, faculty, and student leaders

Accomplishments:

- 533 participants
- 25 workshops
- This year saw a significant increase in the number of faculty leaders seeking made-to-measure training for their academic staff. Pre and post evaluations demonstrate that participants consistently rate themselves as having gained significant awareness and skills during the course of the workshops, including tools for creating inclusive classrooms, knowledge of the resources available to support marginalized groups on campus, and an increased ability to intervene in instances where they witness discrimination happening on campus. Made-to-measure trainings often mark the beginning of a partnership between SEDE and the workshop participants, and this year saw an increase in our individual-level consultations with faculty and staff seeking support in applying an equity lens to their teaching, strategic planning and administration.
Consultations, Committees, Presentations and Special Projects

The Equity Education Advisors work closely with many Units and Departments across McGill on special projects designed to increase accessibility and inclusion for marginalized and underrepresented groups on campus.

Consultations can take many different forms, ranging from brief and informal to intensive processes spanning many months. Facilitated discussions are used to guide teams through integrating equity practices into everyday activities. Feedback and comments can also be provided on surveys, documents, policies, and strategic objectives to help staff, faculty, and student leaders engage with McGill's commitment to welcome and integrate scholars and staff who are part of marginalized communities.

In addition, events hosted by the Equity Educational Advisors are intended to support community building and create spaces for members of underrepresented and marginalized groups at McGill.
Introduction

The Indigenous Education Program’s mandate is to develop a broad-based educational campaign aiming to provide Indigenous-specific programming and opportunities for bridge-building among diverse members of the McGill community.

The Program’s fourth successful year of operation can be attributed to its developing strong ties within the McGill community, which has demonstrated an extraordinary interest towards it. Events such as Indigenous Awareness Week and the Indigenous Educational Series have continued to promote and foster greater knowledge of First Nations, Inuit and Métis cultures.
Indigenous Awareness Week

The fourth annual McGill University Indigenous Awareness Week was held from September 15th to 19th, 2014.

Activities held throughout the week were developed to foster inclusivity for all: McGill students, faculty, and staff and community members. The programming included cultural celebrations (e.g., Pow-wow, Community feast, etc.); workshops and activities for the McGill community (film screening, lectures and tour of the KANIHK:KA ONKWAWÉ:NA RAOTITIÓHKWA Language and Cultural Center.

Half of event participants were McGill students, most of which were enrolled in undergraduate programs of study. Students from other Montreal-area higher education institutions attended the week’s events as did McGill faculty and staff and community members.

![Figure 1.0: Participants in Indigenous Awareness Week](image_url)
Indigenous Awareness Week

The majority of respondents indicated that the Indigenous Awareness Week programming served as a good introduction to Indigenous culture and values, increased their knowledge of Indigenous issues, helped them to better understand Indigenous peoples’ perspectives, and succeeded in enhancing the visibility and presence of Indigenous people at McGill. Respondents who were more familiar with Indigenous culture, values and issues indicated that they would like to see programming related to language, cultural traditions and practices, and politics. Over 90% of survey participants reported that their experience was positive.

Figure 1.1: Overall Feedback from Indigenous Awareness Week
Indigenous Awareness Week

**Figure 2.2: Indigenous Awareness Week Overall Impact**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree/Strongly agree</th>
<th>Neither disagree or agree</th>
<th>Disagree/Strongly disagree</th>
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<tr>
<td>Succeeded in enhancing the visibility and presence of Indigenous people at McGill</td>
<td>84%</td>
<td>6%</td>
<td>10%</td>
</tr>
<tr>
<td>Helped participants to better understand Indigenous peoples' perspectives</td>
<td>87%</td>
<td>7%</td>
<td>6%</td>
</tr>
<tr>
<td>Served as a good introduction to Indigenous culture and values</td>
<td>93%</td>
<td>6%</td>
<td>1%</td>
</tr>
<tr>
<td>Increased my knowledge of Indigenous issues</td>
<td>81%</td>
<td>13%</td>
<td>6%</td>
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Indigenous Awareness Week

[…] I now feel better oriented and connected to the Indigenous community in the area and have a better sense of who to reach out to for help with making events and projects more inclusive, collaborative and accessible.

I am currently taking a course on Aboriginal Law at the Law Faculty. The lecture concerning the last treaty rounds was helpful in that regard.

I am working on a PhD thesis dealing with cinema in Quebec with a significant component on Indigenous cinema.

As an Occupational Therapy student, I am hoping to partake in a clinical placement on a Cree reserve in Northern Quebec. […] It was important for me to be informed on First Nations issue.
Introduction

SEDE's Community Engagement department has a mandate to create links and establish needs-based collaborations between the McGill community and those Montreal communities which are identified as under-represented at McGill.

SEDE has had a significant impact on changing the perception of McGill in the community through our community engagement programs, especially those aimed at increasing access to education, such as Homework Zone and My Day @ McGill. Additionally, we held our third annual Community Engagement Day which brought together more than 700 participants, including McGill staff, faculty, students and community organization members. This year’s accomplishments have further strengthened our long-term partnerships both in the surrounding Montreal community and with various faculties, administrative units and student organizations.
Community Engagement Day 2014

Community Engagement Day is an annual project at SEDE that aims to celebrate, encourage, and strengthen community engagement initiatives between the McGill and Montreal communities. CED can also act as a catalyst for new community engagement initiatives and partnerships with Montreal community organizations. The project also serves as an introduction to community organizations and volunteering opportunities for staff, students, and faculty.

On and around October 2nd, 2014, over 550 students, staff, and faculty took part in over 45 community engagement projects with organizations working in areas from food security to class and poverty. Some of these activities built on existing relationships between communities outside of campus and various McGill groups. Others offered new opportunities to create long-lasting relationships between a campus group and a community organization. Common to all the activities however was an emphasis on learning experientially about societal issues relevant to our Montreal community, while doing something useful and helpful for a community organization working on that issue. Activities included walking tours, workshops, youth mentorship projects, neighbourhood clean-ups, and much more.
Community Engagement Day 2014

Accomplishments:

- CED had a large positive impact on promoting a culture of sustainable community engagement on campus with the participation of over 550 students, staff, and faculty in over 45 volunteering projects.

- CED 2014 hosted more staff participants than ever before, with over 40 staff members participating in CED.

- CED made and strengthened connections with over 50 community organizations, some of whom had no previous connection to the McGill community.
SEDE’s Schools Outreach Programs

SEDE works with Montreal school boards and various McGill partners to support families and youth underrepresented in the McGill population, including youth from socio-economically marginalized and/or indigenous communities.

Our goal is to work with school boards, educators, families and members of the McGill community to create responsive, sustainable programming that encourage young students to persevere in school and see themselves as lifelong learners.

Homework Zone, My Day @ McGill and Spaghetti Nights Family Workshops make up the core of SEDE’s school programming as they support the child in school, outside school and with their families at home, respectively.

In consideration of McGill University’s Strategic Enrolment Management Plan (March, 2011), we aim to ‘increase the diversity of the McGill student population in the long-term through supportive programming for current students and future candidates’ (p. 26).

SEDE acknowledges the continued generosity of the T.R. Meighen Family Foundation for its financial support of our schools outreach programs.
Homework Zone After-School Mentoring Program

Now in its fourth year, Homework Zone continued its growth and development as an innovative after-school program for elementary school children and a stimulating community engagement opportunity for McGill students.

During the Fall 2014 semester, 85 McGill students volunteered 3 hours/week as mentors to over 100 children between 7-12 years old, identified as being in need of extra academic and psycho-social support. We worked in three schools with the Lester B. Pearson School Board: Riverview Elementary, Verdun Elementary, and Orchard Elementary.

During the Winter 2015 semester, this number jumped to 98 volunteers, with 11 volunteering at a fourth school—our first expansion—Pierre-Elliott-Trudeau Elementary of the English Montreal School Board. Forty of the volunteers for the Winter 2015 were returning volunteers, testifying to their dedication and enjoyment of the program.

“It was a pleasure working with the Coordinator, the other mentors, and mentees at Verdun and Orchard over my two semesters volunteering with Homework Zone. I learned a lot about what it means to be a mentor to someone, and I also learned about the importance of being engaged with one’s community.”

Louis Huynh, HZ Mentor
Homework Zone After-School Mentoring Program

Volunteers attended a mandatory four-hour training event at the beginning of each semester followed by an in-school orientation. Three optional mentor reflection events were facilitated over the year to help volunteers ameliorate their performance as mentors and place their work within the larger contexts of access to education, youth development and the mentors’ own personal inquiry and growth. Volunteers received support and feedback throughout the year from the Program Coordinator and through filling weekly self-evaluation forms, encouraging a process of personal inquiry and helping us provide extra support when needed.

Workshops offered in 2014-15

- Pilates and body awareness with Anne Cousineau (Montreal-based educator)
- Comet-creation workshop with Astrophysics McGill
- Introductory engineering and building activities with POWE McGill (Promoting Opportunities for Women in Engineering)
- Music lessons with volunteers from the Schulich School of Music.

Filmmaking workshops were a new addition this year, providing mentors and mentees an opportunity to creatively express the value of their relationships in Homework Zone. Four to six pairs of mentors and mentees from each school participated over four weeks. The pilot project was generously funded by the Zeller Family Foundation, and the finished films will be used as a promotional and recruitment tool for Homework Zone.
Spaghetti Nights Family Workshops

In its third year, Spaghetti Nights continued to provide a space for parents and guardians—many whose children participate in Homework Zone—to work together in developing skills and tools to be effective partners in their children’s academic success and holistic development.

Free spaghetti dinner, daycare service—animated by McGill students—and door prizes—donated by the McGill Bookstore—were provided to encourage continued participation for busy families.

Workshop topics ranged from homework-help tips for parents to financial-planning for post-secondary education to managing stress and family-life balance.

Over 200 parents and guardians and 250 children participated over eight months. These numbers represent a 20% increase in participation from the 2013-14 edition.

Other developments:

December 2014 - invitation to annual conference for Réseau Pour Ma Réussite to present the program as a model for increasing parental engagement in schools.

February 2015 - Pierre-Elliott Trudeau Elementary launched its own series of Spaghetti Nights Workshops, marking the program’s first expansion into a school other than Riverview Elementary in Verdun. Many of the same workshop facilitators shared their knowledge with over 40 new families.
My Day at McGill

A total of 106 elementary school students from the Lester B. Pearson School Board and the Centre Communidée homeschooling centre attended McGill University for workshops and activities as part of the fourth annual My Day @ McGill, which took place over two days this year – April 9th and April 10th. This unique initiative is part of a partnership between SEDE, McGill’s Enrolment Services and the Lester B. Pearson School Board which encourages academic engagement and acts a bridge between McGill and the larger Montreal community.

Throughout the day, students gained a comprehensive idea of what it means to be a university student, by attending hands-on and engaging “classes” located throughout the downtown campus. A number of partners were involved – such as AUS SNAX, Frostbite, and the McGill Bookstore – providing free, discounted, or at-cost food and materials.

The students from Lester B. Pearson are already part of Homework Zone, an after-school mentorship program connecting McGill students with elementary-aged students in neighbourhoods of Montreal that are underrepresented at McGill.
Youth Mentoring Program at Maison des Jeunes Côte des Neiges

This pilot project ran from February to May 2015, and connected four McGill students to six high school students (Secondary 3 & 4) from diverse cultural backgrounds to provide homework help and facilitated discussions and activities that added real-world context to schoolwork while inspiring curiosity and learning.

Running weekly from February to May 2015, this pilot project was made possible through a partnership between SEDE, Maison des Jeunes Côte-des-Neiges and the Faculty of Education. SEDE is grateful to the R. Howard Webster Foundation for financial support and the Faculty of Education for its collaboration in making this project a reality.

Accomplishments

- Homework support and developing of study strategies
- Participatory and democratic planning of activities (mentors and youth decided what activities to program)
- Educational outing activity: guided visit to the Montreal Museum of Contemporary Art.

Workshops

- Understanding diversity and oppression
- How to write a good resume to get a job (requested by the youth)
- My rights: How to deal with the police (requested by the youth)
Alternative Spring Break

The Alternative Spring Break program provides an opportunity for McGill students to spend a week volunteering in a local community organization. Volunteers spend four hours volunteering at the same organization from Monday through Thursday.

This volunteer experience is complemented by a reflection event on Friday, offering the opportunity to reflect on, and to share with one another, their thoughts and experiences. For many in the program, it was their first time volunteering in Montreal, and leaving the McGill-Milton-Parc community!

Now in its second year, the Alternative Spring Break program has already shown tremendous growth and potential. This year, through a partnership with Continuing Education’s PACE Program, some students were able to enroll in a course and receive 1 credit for their participation in Alternative Spring Break.

Accomplishments

- A total of 57 student volunteers participated in ASB 2015 – more than six times the number that participated in 2014
- Twelve community organizations participated, in locations across Montreal
- 88% of organizations said they would participate again
- 50% of volunteers said they would like to continue volunteering at their placement or at another organization involved in Alternative Spring Break
McGill High School Community Leadership Award

SEDE and Enrolment Services launched the first cycle of the McGill High School Community Leadership Award during this 2014-2015 academic year. The project was launched by a student as part of an internship at SEDE through the Faculty of Arts Internship Office. The Award aims to connect McGill University with socio-economically marginalized communities in Montreal. It hopes to empower student success by recognizing Grade 10 students who demonstrate leadership, initiative and innovation in their school and wider community. The project has also created community partnerships with local businesses and school boards.

In our pilot year, we had an outstanding number of applicants coming from five schools and three school boards including Kahnawake Survival School, F.A.C.E School, Lester B. Pearson High School, James Lyng High School and Lasalle Community Comprehensive High School. Three applicants who demonstrate exceptional leadership and community involvement, through effective performance and contributions in their leadership or voluntary roles, will be awarded a laptop prize. All other applicants will be invited to a reception at McGill University’s Faculty Club on September 8th, 2015. They will also participate in a day at McGill event in the Fall 2015 semester. Through mentorship opportunities, the Award strives to encourage and equip students to continue their education, and pursue their personal and academic goals.
Hidden Gems is an intergenerational project based out of McGill University. Hidden Gems aims to close the intergenerational gap through storytelling, oral history and play-writing.

Participating students are matched with a local elder in the Montreal community, whom they then interview. Based on these interviews and stories, students write, record, produce and broadcast a radio play on CKUT 90.3 FM. Throughout the year we offer writing workshops animated by talented artists and writers, as well as several social events such as a cooking night, reading party, and the final listening party.

Hidden Gems is an opportunity for students to learn about issues facing older generations, to find value in personal stories and to understand and express themes capable of transcending generations.
ACKNOWLEDGMENTS

The SEDE team is very proud of our accomplishments in the 2014-2015 academic year. We would like to express our sincere gratitude to our staff and student interns for their continued support, solidarity and commitment to the mandate of SEDE.

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Rachel Zellars
Shaina Agbayani
Tatyana Olal
Teyesha Mullick
Tung Tran
We would also like to express our sincere gratitude to all of our partners

- Arts Undergraduate Society
- Arts Student Employment Fund
- Students Society McGill University
- Arts Internship Office
- Faculty of Music
- CAPS: Career and Life Planning Services
- PFF Community Leader Fellowship
- QPIRG McGill
- CKUT Radio
- Homework Zone
- Hidden Gems
- KANATA McGill
- TVM (TV McGill)
- Aboriginal Sustainability
- School of Social Work
- University
- Vision 2020
- Edible Campus
- Heart of the City Piano Program
- Vitamine Sport
- Beyond Me
- Quartier de l’innovation
- CL&E: Campus Life & Engagement
- Arts Undergraduate Society
- Institute for Gender and Feminist Studies
- Off-campus floor fellows
- Montreal Children’s Health Alliance at McGill (MCHAM)
- Montreal Neurological Institute
- Faculty of Medicine
- Seeing Voices Montreal
- B Refuge
- Librarians without Borders/Department of Library Science
- ECOLE
- CEELR: Community Engaged Experiential Learning & Research
- CURE: Community University Research Exchange
- Net Roots Montreal
- McGill School of Computer Science
- Student Housing and Hospitality Services
- Student Linguistics Undergraduates at McGill
- Department of Linguistics
- McGill Institute for the Study of Canada
- School of Architecture and Urban Planning
- Arts Undergraduate Society
- Environmental Committee
- Science Undergraduate Society
- Engineering Undergraduate Society
- Department of Microbiology and Immunology
- Continuing Education
- Post Graduate Student Societies
- Macdonald Campus Societies
- Macdonald Campus Student Societies
- POTUS: Physical and Occupational Therapy Undergraduate Society
- McGill School of Computer Science

- Residences & McGill Food and Dining Services
- Human Resources
- Faculty of Engineering
- Office for Students with Disabilities
- Teaching and Learning Services
- Office of the Dean of Students
- First Peoples House
- Physics Outreach Group
- Chemistry dept.
- Medicine Students' Community Outreach Projects
- McGill Robotics
- SNAX
- McGill Bookstore
- First Peoples’ House
- Frostbite
- AIDS Community Care Montreal
- Welcome Hall Mission
- The Yellow Door
- Santropol Roulant
- Collective Community Services
- NDG Food Depot
- Tyndale-Saint Georges Community Centre
- House of Friendship
- Share the Warmth
- St. James Drop-In Centre
- Saint-Antoine 50+ Community Centre
- Action Communiterre
- Continuing Studies
- All of our amazing volunteers!