



## SUSTAINABILITY PROJECT FUND APPLICATION

Applicants: Social Equity and Diversity Education (SEDE) Office  
First Peoples' House (FPH)  
Aboriginal Community Outreach Coordinator, Office of the Dean of Students

Contact Person: Veronica Amberg  
veronica.amberg@mcgill.ca  
(514) 398-5859

Project Title: Building Towards a Culture of Inclusion

Budget Requested: \$82,450 (distributed over two years)

Project Group: Paige Isaac, Coordinator of First Peoples' House  
paige.isaac@mcgill.ca  
(514) 398-3217

Kakwiranó:ron Cook, Aboriginal Community Outreach Coordinator (ODOS)  
kakwiranoron.cook@mcgill.ca  
(514) 398-3217

Andrew Seo, Research Assistant (SEDE)  
andrew.seo@mcgill.ca

Veronica Amberg, Manager (SEDE)



## PROJECT OVERVIEW

The Social Equity and Diversity Education Office in partnership with First Peoples' House, and the Office of the Dean of Students (represented by the Aboriginal Outreach Coordinator) are seeking to develop a broad-based educational campaign that aims to provide Aboriginal-specific programming and opportunities for bridge building between diverse members of the McGill community.

The tangible **goals** of this project would entail:

- A **Cultural Awareness Week** (September; annual), preceding the annual Pow Wow on Lower Campus, which will focus on highlighting and affirming First Nations cultures and values and do so in a manner that encourages collaboration with our community partners and draws active participation from McGill students, faculty and staff.
- A **public programming series** (Sept – April; monthly) which encompasses films, lectures, discussion panels, workshops, academic projects and cultural activities that pertain to Aboriginal themes and topics. Special emphasis will be placed on drawing on various departments and units to partake in the organization and implementation of these events on a collaborative basis. Examples of exploratory projects include:
  - an academically-supervised longhouse design exercise for 2nd year Architecture students
  - staff development workshops on strategies for Aboriginal inclusion and recruitment
  - guided tours of relevant collections and archives at the McCord Museum by an Aboriginal historian
- An **e-publication** (Release date: Sept 2012) focusing on the artistic, cultural and educational importance and collective contributions of the Aboriginal community of McGill and those Nations represented within the urban centre of Montreal. This paperless document will be disseminated electronically across campus and serve as a living record of Aboriginal wellbeing and cultural vibrancy at McGill and member communities.

The **objectives** of this project are as follows:

- To introduce and integrate Aboriginal values and perspectives on sustainability, wellbeing and culture into the broader McGill community
- To provide educational opportunities and greater dialogue between Aboriginal and non-Aboriginal peoples on-campus so as to dispel debilitating stereotypes, myths and generalizations
- To support the creation and long-term institutionalization of research projects, course content and community-based activities with a view to promoting greater interdisciplinary projects on equity, diversity and social inclusion (i.e. Aboriginal knowledge, contemporary issues and methodologies)
- To support the mandate of SEDE, FPH and ODOS by way of increasing equity for under-represented groups across campus; enhancing the student experience for both present and future McGill students; finding new and meaningful ways of engaging with existing and potential community partners
- To provide managers & staff with knowledge and critical skills to communicate more effectively with Aboriginal members of our community & create a more inclusive organization

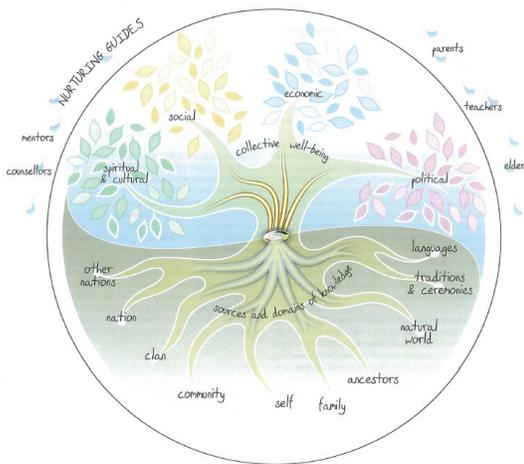
## BACKGROUND/CONTEXT

Building towards a culture of sustainability draws attention to the need for dialogue and practical initiatives that address the social dimensions of sustaining well-informed and healthy communities. In this context, a sustainable community refers to people changing not only their consumption patterns and environmental choices, but responding to various social indicators of community well-being including issues surrounding equity, fair access, inclusion and social justice.

With social sustainability as our focus, the developers of this project would like to initiate a campus-wide reflection exercise wherein all members of the university body can address the following question: What constitutes the McGill community and how can we build and sustain a particular sense of community that values and celebrates difference on a University-wide basis? In doing so, we must go beyond looking at the McGill community from an occupational or institutional

perspective (such as staff, student and faculty) but also as members of distinct communities, identities, geographies and experience - all of which, deepens and contextualizes our understanding of a dynamic University community. Furthermore, the process of community-building should not be viewed simply as a means to conceptualize new and existing 'social' aims and goals. Rather, a deeper sense of identification with the McGill community can be understood to have broader implications on how economic, environmental and social objectives are communicated and actively supported by its fellow members on a more long-term basis.

First Nations' perspectives on lifelong learning and community wellbeing can also provide new ways of understanding sustainability as a multidimensional concept. Such learning models tend to emphasize the organic, interconnected and re-formative aspects of human life. As shown in the living tree below, the social, economic, spiritual/cultural and natural world interact with each other on a circular, rather than linear basis - holistically and cumulatively, rather than as compartmentalized parts of a whole.



Since Fall 2010, the Social Equity and Diversity Education, First Peoples' House and the Office of the Dean of Students have been working on a project proposal that not only acknowledges the presence of Aboriginal persons within the McGill community but also one that actively incorporates and promotes Aboriginal values and learning within and between organizational units on-campus. While there have been great efforts to increase recruitment and retention of Aboriginal students in recent years (see Appendix I), the need to focus on publicly accessible and integrated Aboriginal educational programming remains a top priority for equity practitioners at McGill. A series of consultations and meetings held with a number of university and community partners (see Appendix III Stakeholders) identified the following areas of improvement in this regard:

- to increase university general knowledge of Aboriginal history and current issues as a way of addressing on-campus climate issues
- to develop a more approachable and inclusive climate for Aboriginal students, staff, faculty and visitors
- to integrate understanding of Aboriginal histories, cultures, and perspectives into existing curricula and provide new opportunities for curricula and research that accurately represent and include Aboriginal cultures, histories, and contemporary systems of knowledge
- to partner with communities and organizations on a meaningful level and to do so in a respectful manner that respects Indigenous knowledge, world-views and protocols
- to communicate emerging work in relevant fields to the greater public and to provide greater recognition for existing equity projects and initiatives at McGill

The project team also conducted a review of best practices across major Canadian universities which provided a comparative look at how other learning institutions and Aboriginal service centres have sought to address similar concerns. For example:

- In June 2010, Wilfrid Laurier University created an Aboriginal Programming Council to oversee activities related to Aboriginal initiatives at the university and to help develop future programming through the guidance of a community Elder
- Since 2008, the University of Toronto First Nations' House has published a bi-annual magazine which aims to disseminate information on Aboriginal culture and community events on a campus-wide level (see Appendix II)
- University of British Columbia, Toronto, Queens, Carleton, University of Guelph, University of Calgary, University of Victoria, Lakehead and University of Saskatchewan organize an annual Aboriginal 'awareness week' which provides opportunities for cultural understanding and expression through a wide range of arts-based programming and workshops

\* For a more comprehensive report, please see the 2006 survey conducted by David Holmes of the Association of Universities and Colleges of Canada.





## PROJECT IMPLEMENTATION

In response to the goals, needs and objectives outlined above, the developers of this proposal wish to build on the successes of our neighbour institutions while focusing on those aspects which are unique to the McGill community and reflect the collective vision of all stakeholders:

### TRAINING WORKSHOPS

- Few faculty members, administrators, and staff have received training in cross-cultural communications and many are ill prepared to address difficult Aboriginal issues in classrooms or workplace environments, in spite of the reality that those discussions inevitably occur or underlie daily interactions in our increasingly diverse classrooms and workplaces. The project team hopes to use eligible funds in order to pilot a staff/faculty/student leader workshop that attempts to break down barriers and increase our understanding of Aboriginal culture, issues and concerns. This would complement a wider initiative of introducing equity and human rights policies to university employees with future plans to institutionalize the workshop on a more permanent basis.

### COMMUNITY CONSULTATION & COLLABORATION

- Relationships with Aboriginal communities and organizations are critical to every aspect of McGill's progress on Aboriginal initiatives. They extend to Aboriginal communities and organizations in Montreal and beyond. While particular initiatives may require an especially high level of engagement for specific purposes, it is critical that the process of building relationships be recognized as one that requires long term commitment and frequent interactions. The programming series offers a unique opportunity to incorporate and reflect the vision of both McGill and Aboriginal community representatives and we look forward to forming a Programming Committee that is reflective of this unified vision. Hence, so far, we are extremely honoured to have gained the support of the Art\*Culture Committee of the Montreal Urban Aboriginal Community Strategy Network (see Appendix VII).

### A SUSTAINED COMMITMENT TO MEASURABLE INDICATORS

The following indicators and variables will be used to gauge progress and adherence to sustainability principles:

- on-site surveys measuring on-campus climate on a yearly basis (Do Aboriginal students feel as members of the McGill community? Are McGill members more knowledgeable of inclusive language guidelines?)
- the degree and frequency of community collaboration (one-time, multiple interactions? community attendance at meetings)
- event attendance (faculty, staff, students, Aboriginals, non-Aboriginals, general public)
- support and interest from various levels of administration/faculties/campuses (i.e. MacDonald campus; academic faculties)
- efficiency (Over the years, have programs reduced in cost? Alternative funding sought? Higher impact?)
- e-publication readership (number of hits/views; quality of content; demand/resources for regularly scheduled issues)
- environmental impact (Are public events carbon-neutral? Is public transit encouraged for non-campus events?)
- institutionalization (Are McGill units encouraged to internalize relevant programs into their own operations?)

### PRELIMINARY WORKPLAN

<u>ACTIVITY - TASK</u>	<u>TIME REQUIRED</u>	<u>TASK LEADER</u>
- Create a detailed process plan and write role/job description of Event Coordinator	1 week / March 2011	Veronica/Paige
- Send call-out/invites for program committee participants	1 week / March 2011	Veronica
- Write and send fund applications for other revenue sources	2 weeks / March 2011	Andrew
- Organize inaugural meeting with program committee and confirm/approve preliminary ideas for Awareness Week	1 week / April 2011	Paige/Andrew
- Post job description and conduct interviews for personnel	3 weeks / April/May 2011	Kakwira
- Secure office space and computer for new employee	1 week / May 2011	Veronica
- Train/provide orientation for Event Coordinator	2 weeks / May 2011	Paige
- Build partnerships with campus units	April 2011 / Ongoing	Kakwira/Veronica
- Event Coordinator hosts monthly Committee meetings	June 2011 - December 2012	Event Coordinator (EC)
- Plan and organize Cultural Awareness Week	May 2011/12 - Sept 2011/12	Paige/EC
- Plan monthly series with Program Committee	Oct 2011 - ongoing	EC
- Begin search for editorial committee	3 weeks / Oct 2011	Andrew

## FINANCIALS & PERSONNEL

The following positions have been incorporated in order to focus on: building ties with McGill and community partners; facilitating meetings with programming & editorial committees; organizing special events. Both positions have been classified as non-student positions & pay is commensurate with existing salaries and/or abide by ranges approved by HR.

Event Coordinator - Aboriginal Projects (20 hours/week, \$22/hr; April 2011 – December 2012; 86 weeks)  
 Publication Editor (15 hours/week; \$22/hr; January 2012 – September 2012; 37 weeks)

<u>REVENUE SOURCES</u>	<u>APPLICABLE</u>	<u>APPLIED?</u>
Mary H. Brown Fund \$500 x 2 years	Yes	No
Executive Director of Student Services \$ 700 x 2 years	Yes	No
Sustainability Fund \$82,450	Yes	Yes
SEDE/FPH/ODOS Institutional Budgets*	Yes	

\*SEDE/FPH will also provide in-kind support to the project in the form of office space, computers and administrative support.

### SUMMARY OF EXPENSES

<b>FPH-SEDE-ODOS Sustainability Fund Proposal</b>						
<b>MAY 1 2011 - DECEMBER 31 2012</b>						
	Unit	Price	Year 1	Year 2*	TOTAL	
<b>A. ABORIGINAL CULTURAL AWARENESS WEEK</b>						
<i>Botanical Gardens: Tour of First Nations Garden (1 x 25 participants)</i>			1250	1250	2500	
<i>McCord Museum Visits (4 x 15 participants)</i>			400	400	800	
<i>National/Provincial Guest Lecture (100 participants)</i>			1475	1475	2950	
<i>Artist Workshop &amp; Music Performance (50 participants)</i>			700	700	1400	
<i>Film Screening &amp; Discussion (100 participants)</i>			1650	1650	3300	
<i>Meet Our Alumni Feast (75-100 participants)</i>			3000	3000	6000	
<i>Promotional Materials &amp; Outreach</i>			500	500	1000	
<b>TOTAL</b>			<b>\$8,975</b>	<b>\$8,975</b>	<b>\$17,950</b>	
<i>* Programming for Year 2 subject to change</i>						
<b>B. MONTHLY PROGRAMMING (9 events - 3 per FALL/SPRING/FALL semesters)</b>						
<b>Workshop Series (3 x 30 faculty/staff members)</b>						
<i>Facilitator fees</i>	3	500	1000	500	1500	
<i>Promotional Campaign (ads)</i>	3	100	200	100	300	
<i>Travel &amp; Accommodation Costs (if needed)</i>	3	500	1000	500	1500	
<b>Community-based Art, Cultural &amp; Heritage Events* (3)</b>						
<i>Venue Space</i>	3	300	600	300	900	
<i>Artist Honorariums</i>	3	150	300	150	450	
<i>Incidentals</i>	3	100	200	100	300	
<i>*To be determined by Programming Committee</i>						
<b>Committee-organized Events* (3)</b>						
<i>*To be determined by Programming Committee</i>						
<b>TOTAL</b>			<b>\$4,800</b>	<b>\$2,400</b>	<b>\$7,200</b>	
<b>C. E-PUBLICATION (Target: 20,000 students, faculty, staff)</b>						
<i>Graphic Design (25 page, colour, 8.5 x 11")</i>				4500	4500	
<i>Digital Rights to Art Illustrations (15 x \$100)</i>				1500	1500	
<i>Web Support for E-Publication (PDF, webpage formatting)</i>				500	500	
<i>Limited Printing on FSC-Approved Eco-Papers (100 copies)</i>				750	750	
<b>TOTAL</b>				<b>\$7,250</b>	<b>\$7,250</b>	
<b>D. PERSONNEL (APRIL 2010 - DECEMBER 2012)</b>						
<i>Event Coordinator - 20 hrs/week (APRIL 2011 - DEC 2012)</i>	86 weeks	\$22.0/hr	12,320	25,520	37,840	
<i>Editor - 15 hrs/week (JAN 2012 - SEPT 2012)</i>	37 weeks	\$22.0/hr		12,210	12,210	
<b>TOTAL</b>			<b>12,320</b>	<b>\$37,730</b>	<b>\$50,050</b>	
<b>OPERATIONAL TOTALS</b>				<b>\$26,095</b>	<b>\$56,355</b>	<b>82,450</b>

# APPENDIX I: MANDATES & HISTORY

First Peoples' House (established in 1997)

Coordinator: Paige Isaac

The First Peoples' House believes that innovative partnerships should exist between McGill University and Aboriginal communities. The First Peoples' House aims to provide Aboriginal students with a "home away from home" and envisions the following:

- \* To increase the admission and retention rates of Aboriginal students studying at McGill.
- \* To promote and increase the accessibility of student services of McGill to Aboriginal students.
- \* To meet the concerns of Aboriginal communities which include educational programming and policies that are culturally relevant to Aboriginal peoples.
- \* To promote collaborative research and learning between McGill University and Aboriginal communities.
- \* To raise awareness within the McGill University community regarding the past, present, and future aspirations of Aboriginal peoples through the promotion of activities that encourage personal, social, intellectual, and cultural interactions between Aboriginals and McGill students and staff.
- \* To work on the creation of an Aboriginal Studies Program with the McGill Institute for the Study of Canada.

Social Equity and Diversity Education Office (established in 2006)

Manager: Veronica Amberg

The Social Equity and Diversity Education (SEDE) Office is committed to fostering a fair and inclusive environment that respects the dignity of each member of the McGill Community. By actively educating, heightening awareness, and providing opportunities for dialogue about equity and diversity-related issues, we strive to strengthen the Community in our shared responsibility toward a truly equitable society.

Unlike similar offices at other G13 universities in Canada whose role is focused on intervention, advocacy, and resolution of individual cases of discrimination and harassment, McGill's SEDE Office is unique in that its primary objectives aim to provide education on diversity and equity issues for members of the University community and to foster connections between McGill and external minority communities:

- \* To raise the awareness and understanding of the University Community on matters of equity, diversity, discrimination, and harassment;
- \* To make connections between different members of the McGill community, and the wider communities in Montréal, Québec, and across Canada in order to foster dialogue, networks and learning, and to develop and promote best practices;
- \* To organize events and information campaigns through workshops, guest speakers, and print and electronic media.

Recent Milestones for Aboriginal Initiatives at McGill:

2005 - McGill University Eagle Spirit High Performance Camp begins on an annual basis to engage with the Aboriginal community and teach Aboriginal youth that true success is a balance of multiple dimensions including; academics, family, personal relationships, health, culture and self-esteem

2006 - The Aboriginal Affairs Work Group (AAWG) is created with the mandate to look at existing programs and services for Aboriginal students; and to determine which areas are in need of improvements and to provide recommendations when appropriate

2007 - McGill performs site visits to three Universities recommended by the Work Group as a strategy to benchmark against peers

January 2007 - The University Admissions Committee approves the Policy on Admissions Procedures for Aboriginal Candidates

August 2008 - the position of Aboriginal Community Outreach Coordinator is established. Reporting to the Office of the Dean of Students, the Coordinator works in close relations with First Peoples' House, the Recruitment Unit of Enrolment Services as well as Career Planning Services; **Current Coordinator: Kakwiranó:ron Cook**

Fall 2010 - first orientation session for newly admitted Aboriginal Students

# APPENDIX II: E-PUBLICATION

Since 2008, the University of Toronto First Nations House has published a bi-annual print magazine focusing on the urban presence and activism of Aboriginal persons in the City of Toronto.

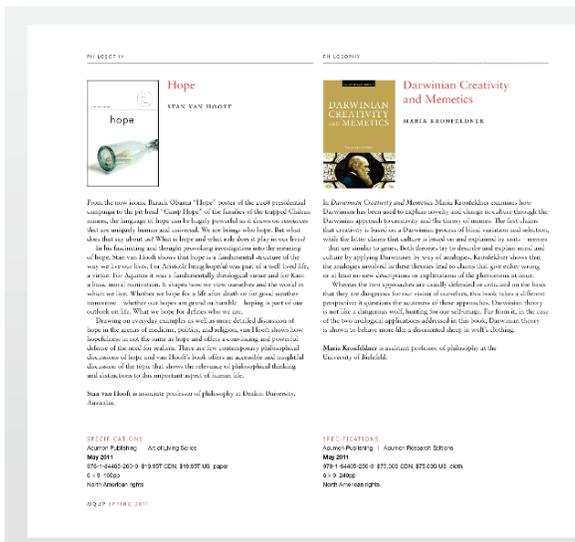
*"We needed to find a way that could show that the Aboriginal community within the University of Toronto was alive and kicking... what you have in front of you is a glimpse of the richness that the Aboriginal community has to offer, not only to the University, but also to society at large. Whether it is a student or faculty member, an Elder or staff, there is really brilliant work being produced that largely goes unnoticed. This is our way of introducing, or re-introducing, our community to you."*

Jonathan Hamilton-Diabo  
Director, First Nations House



The interactive catalogue found on the McGill-Queen's University Press website provides a noteworthy design template for the proposed e-Publication. The electronic format aims to reduce paper usage while focusing on the importance of integrating Aboriginal perspectives in higher-education. The publication also hopes to provide a modest literary/visual space for community-based Aboriginal Arts & Culture.

[http://mqup.mcgill.ca/archives\\_index.php?catalogue=36](http://mqup.mcgill.ca/archives_index.php?catalogue=36)



## APPENDIX III: STAKEHOLDERS

Dr. Jane Everett & Dr. Linda Starkey

Office of the Dean of Students

jane.everett@mcgill.ca / linda.starkey@mcgill.ca

1. Funding Eligibility for the Mary H. Brown Fund (\$500)

Jana Luker & Anurag Dhir

Executive Director of Student Services

jana.luker@mcgill.ca / anurag.dhir@mcgill.ca

1. Departmental Funding Eligibility (\$500-\$700)

Dr. David Kovo

Faculty of Architecture

david.kovo@mcgill.ca

1. Proposal to supervise a longhouse project for 2nd year Architecture students

Zach Newburgh, President

Students' Society of McGill University

pres@ssmu.mcgill.ca

1. Letter of Support/Endorsement (Appendix VI)

McGill Aboriginal Affairs Workgroup (AAWG)

Departmental Staff & Faculty

1. Letter of Support/Endorsement (Appendix IV)

### AAWG MEMBERS

Jane Everett	AAWG Chair, Dean of Students
Kirsten Anker	Professor, Faculty of Law
Kim Bartlett	Director, Admissions & Recruitment
Trudy Beryl Blumstein	Indigenous Access McGill, Social Work
Gregg Blachford	Director, Career Planning Service
Michael Doxtater	Director, Indigenous Studies in Education, Research & Teaching
Ellen Gabriel	Quebec Native Women's Association
Elizabeth Gomery	Director of Development, Faculty of Arts
Paige Isaac	Coordinator, First Peoples' House
Nicole Ives	Professor, School of Social Work
Linda Jacob Starkey	Associate Dean of Students
Michael Loft	Indigenous Access McGill, Social Work
Charmaine Lyn	Director, Admissions, Faculty of Medicine
Judith Potter	Dean, Continuing Education
Melissa Poueymirou	Associate Director, Development, Law
Dolly Shinhart-Ross	Associate Director, Development, Medicine
Donna-Lee Smith	Director, FNIE, Faculty of Education
Wendy Thomson	Director, School of Social Work
George Wenzel	Professor, Department of Geography

\*some members may have been absent for the motion to approve

Erin Sirett, Equity Commissioner

Post-Graduate Students' Society (PGSS)

equity.pgss@mail.mcgill.ca

1. Letter of Support/Endorsement (Appendix V)

Montreal Urban Aboriginal Strategy Network (MUACSN)

Art\*Culture Working Committee

1. Letter of Support/Endorsement (Appendix VII)
2. Invitation to Participate on Committee Board

### MUACSN MEMBERS

Sylvie-Anne Sioui Trudel	Aataenstic Masques et Theatre
Gustavo Zamora Jimenez	Cercle des Premieres Nations de l'UQAM
Devora Neumark	Engrenage Noir / LEVIER
Sylvia Pare	First Nations Garden, Montreal Botanical Gardens
Emilie Monnet	Odaya
Catherine Joncas	Ondinnok Theatre Group
Andre Dudemaine	Terres en vues/ Land Insights

\*some members may have been absent for the motion to approve

MUACSN VISION (Art\*Culture Committee)

To improve the quality of life for the Aboriginal people in the greater Montreal area through the affirmation and promotion of Aboriginal art and culture.

ART includes the full range of traditional and contemporary creative practices in all its various forms (including visual arts, literature and storytelling, performance, theater, music, dance, photography, etc.).

CULTURE includes the spiritual, material and intellectual manifestations of Aboriginal values, customs, behaviour and beliefs in all its various forms (including language, rituals, transmission methodologies, etc.).

## APPENDIX IV: ABORIGINAL AFFAIRS WORK GROUP (AAWG)



# McGill

**Office of the Dean of Students**

McGill University  
William & Mary Brown  
Student Services Building  
3600 McTavish Street, Suite 4100  
Montreal, QC, Canada H3A 1Y2

**Décanat à la vie étudiante**

Université McGill  
Pavillon William & Mary Brown  
des services aux étudiants  
3600, rue McTavish, bureau 4100  
Montréal (Québec) Canada H3A 1Y2

Tel./Tél. : (514) 398-4990

Fax/Télec. : (514) 398-3857

25 January 2011

Selection Committee, Sustainability Project Fund  
McGill University

Given its mandate to review programs and services for Aboriginal students and to determine where improvements are needed, the Aboriginal Affairs Work Group welcomes this opportunity to partner with SEDE and FPH in exploring sustainable, creative initiatives of value to all our communities.

Yours sincerely,

Jane Everett (Chair)  
*for the AAWG*

## APPENDIX V: POST-GRADUATE STUDENTS' SOCIETY (PGSS)



**The Post-Graduate Students' Society of McGill University Inc.**  
**L'Association des étudiantes et étudiants des 2e et 3e cycles de l'Université McGill inc.**

Maison David Thomson House, 3650 rue McTavish, Montréal (Québec) H3A 1Y2

Tél.: (514) 398-3756

Fax: (514) 398-1862

[www.pgss.mcgill.ca](http://www.pgss.mcgill.ca)

January 27, 2011

Sustainability Projects Fund  
1010 Sherbrooke Street West, Suite 1200  
Montreal, Quebec H3A 2R7

Dear Selection Committee of the Sustainability Fund:

On behalf of the Post-Graduate Students' Society of McGill University (PGSS), I wish to express my support for the Sustainability Projects Fund proposal being submitted by the Social Equity and Diversity Education Office in partnership with First Peoples' House, and the Office of the Dean of Students (represented by the Aboriginal Outreach Coordinator).

In particular, I applaud the applicants' focus on social sustainability. They have drawn attention to critical, but often overlooked, dimensions of our educational environment, namely the ways in which different cultures and communities are (or are not) respected and appreciated on campus – an issue that certainly requires further attention due to its important implications for knowledge production and learning. I strongly agree with SEDE, FPH and ODOS in their assertion that all members of the McGill community can and should do more to increase equity for under-represented groups, including First Peoples, on campus. I see this project as taking an important step in this direction, one which I hope that other groups on campus will follow. For all of these reasons, I am advocating for support of the Sustainability Projects Fund proposal being submitted by SEDE, FPH, and ODOS.

Respectfully yours,

A handwritten signature in black ink, appearing to read 'Erin Sirett', with a long horizontal stroke extending to the right.

Erin Sirett  
Equity Commissioner

## APPENDIX VI: STUDENTS' SOCIETY OF MCGILL (SSMU)



Students' Society of McGill University  
Association étudiante de l'Université McGill

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Office of the President  
Bureau du Président

To Whom It May Concern,

January 24, 2011

I am writing to support the initiative proposed for funding by the Sustainability Projects Fund on behalf of the Social Equity and Diversity Education Office, First Peoples' House, and the Office of the Dean of Students.

The need in our community for a broad-based educational campaign that provides Aboriginal-specific programming is immense. In order to build a culture of sustainability, we must do so by building bridges between those at McGill University, cognizant of the diverse backgrounds that exist – each of which possesses a rich culture and history that ought to be explored.

Not only will this initiative fulfill the mission of the Sustainability Projects Fund, but it will shed light on an approach that is often neglected in our community, while inspiring and emphasizing the need to come together to ensure our sustainable future.

Please do not hesitate to contact me should you have any questions, comments, and/or concerns.

Sincerely,

A handwritten signature in black ink, appearing to read 'Zach Newburgh', written over a horizontal line.

Zach Newburgh  
President

14 janvier 2011

**Lilith Wyatt**

Sustainability Project Fund Committee  
The Office of Sustainability / Bureau du développement durable  
Université McGill University  
1010 Sherbrooke West, Room 1200, Montréal, H3A 2R7

**Objet- Lettre d'appui au programme éducatif du Bureau de l'éducation en équité sociale et diversité**

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Madame,

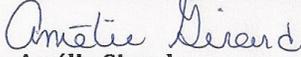
Au nom du Comité ART • CULTURE du RÉSEAU pour la stratégie urbaine de la communauté autochtone de Montréal [RÉSEAU] ainsi qu'en tant que coordonnatrice de ce comité, c'est avec enthousiasme que je confirme par la présente notre soutien à l'établissement du programme éducatif proposé par le *Bureau de l'éducation en équité sociale et diversité* et "*First Peoples House de McGill*".

D'une part, nous avons choisi de collaborer au processus de création de ce projet, et ce, depuis déjà quelques mois, parce que ses objectifs s'inscrivent directement dans la vision et les mandats de notre comité, qui est composé principalement d'organisations artistiques et culturelles autochtones de Montréal. Par l'affirmation et la promotion de l'art, des cultures et des valeurs autochtones, nous souhaitons ainsi travailler de concert avec le *Bureau de l'éducation en équité sociale et diversité* et "*First Peoples House de McGill*" afin d'augmenter la visibilité des Premiers peuples sur le campus et d'éduquer la communauté universitaire sur les enjeux auxquels ils sont confrontés.

D'autre part, nous considérons que l'établissement de ce programme, qui met l'emphase sur les dimensions sociales et culturelles du développement durable, participera inévitablement à l'amélioration de la qualité de vie de la population autochtone du Grand Montréal, ce qui est par ailleurs la vision principale du RÉSEAU.

Enfin, nous croyons fermement à l'importance de développer un partenariat solide et permanent entre le RÉSEAU et la communauté universitaire de McGill, ainsi que celles des autres universités, pour l'aboutissement de nos projets respectifs.

Mes salutations les plus distinguées,



**Amélie Girard**

Coordonnatrice du Comité ART • CULTURE  
RÉSEAU pour la stratégie urbaine de la communauté autochtone à Montréal  
4521 St-Jacques, Montréal, H4H 1Z6  
Tél.514-388-4414  
[www.reseaumtlnetwork.com](http://www.reseaumtlnetwork.com)

