

Sustainability Project Fund Application

Project Title: Development of the McGill Energy Project

Budget Requested: \$4,455

Applicant/Project Leader: Marc-Etienne Brunet

Contact Information:

Last Name: Brunet

First Name: Marc-Etienne

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Daytime Phone: 514.779.4411

Role: Staff/Intern

Faculty/Unit: Utilities and Energy Management

Project theme(s): Energy, Academics

Project Group: The McGill Energy Project – energyproject@mcgill.ca

Administrative Coordinator: Christopher Tegho

Internal Manager: Cyril Vallet

Project Coordinators: Tatjana Trebic, Marc-Etienne Brunet, Cyril Vallet + TBD

Database Manager: TBD (Marc-Etienne Brunet)

Events Coordinator: TBD

Webmaster: Adam Witkowsky

Communications Coordinator: TBD

Spokespersons (Public Relations): Julia Simone, Chiara Secules

Finance and Funding Lead: TBD

Additionally we are almost done recruiting 6 or 7 new student leaders. They will fill the TBD spots and replace graduating students.

Please carefully consider the [application criteria](#) before you begin. Consult the [FAQ](#) for further guidance.
Application text may replace italicized instructions below. Length (before any appendices) cannot exceed 4 pages.
Last revised: March 22, 2013.

I. Project Overview

Project summary:

The McGill Energy Project's objective is to help drive McGill's energy system towards a more sustainable future through a process that leaves its participants with the tools needed to affect change in energy systems at large. Thus, this dual objective looks to both build a more energetically-sustainable campus, and lead its participants through a valuable experiential education.

Over the course of the last 18 months, the McGill Energy Project (MEP) has grown from an idea held by two keen students, to an organization with strong faculty and staff partnerships, seven core student-leaders, twelve students working on applied student research (ASR) projects, and a half-dozen other volunteers.

While this is an excellent start, we believe the MEP has the potential to be both more effective and resilient. We have attached a list of six areas critical to development as identified by the MEP team, a proposed methodology for each, and an underlying execution & reporting process. Together they form a summer plan to help the MEP realize these potentials. (See Appendix A: MEP Summer Plan)

The work involved in this plan goes beyond what can reasonably be asked of student volunteers during the semester. Therefore, we are applying for funding to have Marc-Etienne Brunet carry it out over the course of the summer. He will work on each of the critical areas with a volunteer MEP sub-team. In the long-term, the MEP aims to sustain itself without SPF financial support. However, we see this as a worthy investment that will amplify the impact of both current and future volunteers, helping us secure ourselves outside of the Office of Sustainability.

Project eligibility:

The project fosters collaboration work on energy sustainability between the university's three major constituent bodies: students, staff and faculty. It also looks to develop campus leadership and contribute to the Applied Student Research & Experiential Learning movement.

Timeframe/Milestones:

- *The project will start at the end of April, when Marc-Etienne finishes his current term as Utilities and Energy Management intern. It will end two weeks into the Fall 2013 semester, helping transition into the next school year.*
- *The project's performance will be gauged by the quality of the reports produced, feedback from the proposed board of mentors, and the success of the MEP next year.*
- *One of the proposed critical areas is to increase visibility; the summer's outcomes will be communicated through work on this area.*

Stakeholders:

- *The McGill Energy Project, The Office of Sustainability, Utilities and Energy Management, the Integrated Education for Sustainability (IES) working group, Vision 2020.*
- *MEP volunteers have been assigned to summer sub-teams to collaborate with Marc-Etienne; Jerome Conraud and Lilith Wyatt have agreed to make up part of the summer mentorship team (others remain TBD); Denis Mondou has agreed to partly fund the MEP's summer plan; Marc-Etienne will join the IES working group.*
- *Feedback from consultations:*
 - *Maria Mazzotta: The proposed work should help the IES (whose funding ends in April) carry forward.*
 - *Jerome Conraud: We should use this to help find a way for projects to be run with lesser set-up resources required, so they could start at any point in the semester. This would allow the MEP to run more as a “consultancy”, where staff can post short projects within the semester, possibly paid, and students can take them on.*
 - *Julia Solomon: Energy gets a lot less attention than food on campus. We could also do a better job at communicating the content of our reports to the community.*

II. Project Implementation

Tasks and Responsibilities: *(For a detailed description see the attached MEP_Summer_Plan)*

Type of Activity – Task	Deliverables	MEP Sub-Team
1- Research how to ensure continued leadership; grow and sustain our capacity.	Short synthesis of findings (about 3 pages), an orientation process for future participants (about 10 slides).	Administrative Coordinator, Internal Manager.
2- Construct a sustainable energy “ASR learning outcomes lis”	A short synthesis of findings (5 pages)	Spokespersons, Finance & Funding Lead.
3- Further develop the ASR process.	Short synthesis of findings (about 3 pages), and a presentation (about 10 slides). To communicate to Office of Sustainability, IES, and MEP.	Project Coordinators
4- Build a formal role for faculty and staff.	A steering body with roles for faculty and staff, filled with committed participants, and report (2 pages) justifying its structure and detailing its function.	Internal Manager, Project Coordinators

5- Discussion series around “constructive student lobbying”.	The framework for a series of discussion-events (2-3 page description)	Spokespersons, Events Manager
6- Increase Visibility	A visibility/communications action plan for next year (3-5 pages).	Events Manager, Communications Coordinator

III. Financials

- Critical Date: *Ideally by the end of April*

Detailed expenses:

Expense Description	Estimated Cost
Pay for Marc-Etienne Brunet	16 wks * 24 hrs/wk * \$16.50/hr = \$6,336

(I'm not sure what standard Office of Sustainability wages are, this rate is flexible)

Detailed revenues:

Revenue Source	Amount Requested	Confirmed?
Sustainability Projects Fund	16 wks x 16 hrs/wk x 16.50 = \$4,224	No
Utilities and Energy Management	16 wks x 8 hrs/wk x 16.50 = \$2,112	Yes*

*Note: In addition to the above mentioned 8 hrs/wk, Marc-Etienne will be funded at this rate by Utilities and Energy Management to continue an MEP project investigating chiller/boiler efficiency.

IV. Additional information:

Marc-Etienne Brunet's CV and the detailed summer plan have been attached.

APPENDIX A The McGill Energy Project Summer Plan

Summary (As included in SPF application)

The McGill Energy Project's objective is to help drive McGill's energy system towards a more sustainable future through a process that leaves its participants with the tools needed to affect change in energy systems at large. Thus, this dual objective looks to both build a more energetically-sustainable campus, and lead its participants through a valuable experiential education.

Over the course of the last 18 months, the McGill Energy Project (MEP) has grown from an idea held by two keen students, to an organization with strong faculty and staff partnerships, seven core student-leaders, twelve students working on applied student research (ASR) projects, and a half-dozen other volunteers.

While this is an excellent start, we believe the MEP has the potential to be both more effective and resilient. We have attached a list of six areas critical to development as identified by the MEP team: ensuring continued leadership, targeting sustainable-energy specific ASR learning outcomes, further improving the ASR process, building a formal role for staff and faculty, discussing "constructive student lobbying", and increasing our visibility. We have proposed a methodology for each, as well as an underlying execution & reporting process. Together they form a summer plan to help the MEP realize these potentials. (See the attached MEP_Summer_Plan)

The work involved in this plan goes beyond what can reasonably be asked of student volunteers during the semester. Therefore, we are applying for funding to have Marc-Etienne Brunet carry it out over the course of the summer. To ensure these efforts are institutionalized, he will work on each of the critical areas with a volunteer MEP sub-team. In the long-term, the MEP aims to sustain itself without SPF financial support. However, we see this as a worthy investment that will amplify the impact of both current and future volunteers, helping us secure ourselves outside of the Office of Sustainability.

Critical Areas and Methodologies

- 1- **Objective:** Ensure continued leadership; grow and sustain our capacity.

Why: Student organizations often struggle to build momentum because of leadership turnover.

The timescale at which Universities change often requires projects' to run through several "years" of students. Thus, continued leadership is required for success.

Methodology: Investigate similar organizations, both within and outside McGill to learn how they have sustained (or failed to sustain) leadership, looking for both successful models and lessons learned. The investigation will consist of both a web review and a series of interviews/conversations. As an example, the engineering design teams (that build the race cars... etc) have done an incredible job at sustaining student leadership. We would like to learn what it is about how they have structured their teams that ensures this.

Deliverables: Short synthesis of findings (about 5 pages) and an orientation process for future participants (about 10 slides).

Positive Side-Effects: New relationships will be seeded, both within and outside McGill; this will help us, both in finding new participants and in our long term plan to grow beyond the university.

MEP Sub-Team: Administrative Coordinator, Internal Manager.

- 2- **Objective:** Construct a sustainable energy "ASR learning outcomes list" and begin to tailor the MEP's process so participants learn accordingly. (i.e. plan the MEP's experiential learning "curriculum")

Why: Through an experiential learning process, the MEP attempts to provide participants with the skills needed to affect change outside the walls of McGill. We do not want to simply assume what these skills are, but instead determine them through consultation.

Methodology: Consult with different "categories" of people working on changing the energy system, ex. researchers, policy makers, and current energy industry professionals. Ask them what skills are most critical for students to acquire if they wish to get involved in this kind of work upon graduation. This could be the familiarization with certain content, exposure to specific kinds of projects, the experience of taking on a particular role in an organization... etc.

Deliverables: A short synthesis of these findings (about 5 pages). We will use it both to help prioritize projects and communicate it to future MEP participants to help them maximize their

experience with us. The latter will be **incorporated into the orientation process** mentioned in area 1.

Positive Side-Effects: Relationships with energy experts will be seeded, growing our ring of mentors, increasing our visibility, and hopefully generating funding and internship opportunities. Developing and naming these skills **may help students to become more employable** upon graduation.

MEP Sub-Team: Spokespersons, Finance & Funding Lead.

- 3- **Objective:** Further develop the ASR process.

Why: Applied student research projects are the primary way through which we approach our dual objective. They also align with Vision 2020's Vision and Goals. However, despite being central to what it is we do, we have struggled to smoothly and efficiently set-up these projects.

Methodology: Working with the Integrated Education for Sustainability (IES) working group and ASR interns, we will refine the MEP's ASR process and make it more effective. **We have read through the IES' project summary, Susanna Klassen's exit report, and met with Maria Mazzotta. While we have not yet determined exactly what collaboration will look like, it will involve participating in the IES working group meetings.** The process refinement will combine our lessons-learned with those of the IES and address: determining sources of project ideas and facilitating the flow of these ideas to the MEP; identifying and categorizing project execution avenues (ex. year-long, semester-long, part of another class, paid); selecting project ideas by categorizing them into execution avenues, and prioritizing them (considering outcomes from area 2); attracting buy-in from the broader student, staff and faculty stakeholders on campus; determining what bodies are needed to legitimize this process; determining optimal timing...etc.

Deliverables: A short report (about 3 pages) and presentation (about 10 slides) to communicate this new process within the Office of Sustainability, IES, and MEP.

Positive Side-effects: This will give the IES an existing ASR-based student-group to follow as a case study, allowing them to make recommendations about our ASR approach and track the outcomes.

MEP Sub-Team: Project Coordinators.

- 4- **Objective:** Build a formal role for staff and faculty.

Why: While students have a clear role within the MEP: volunteer, organizer, or project executor, staff and faculty do not. We believe a formal role will be beneficial for three reasons: **1) it imparts ownership on a longer-lasting group of stakeholders, 2) it will provide student-leaders with more consistent advice and mentorship, 3) it will add legitimacy, attracting additional interest from students and professors alike, and 4) it will help us align with V2020 and the University's global sustainability objectives.**

Methodology: Based on the outcomes of areas 1 to 3, as well as consultations regarding the effectiveness of different advisory structures (steering committees, working groups... etc), determine an appropriate structure for the MEP. **Ensure that this structure keeps time requirements to a minimum, and that its function is clearly communicated.** Fill this structure with stakeholders (i.e. find members to commit). This will be integrated into the design, as we intend to incorporate potential members into the design process.

Deliverables: A steering structure with roles for faculty and staff, **filled with committed participants.** A report outlining the reasons for this structure, and guidelines as to how it should operate (about 3 pages).

Positive side-effects: An expanded network of faculty and staff partners.

MEP Sub-Team: Internal Manager, Project Coordinators.

- 5- **Objective:** Build a series of discussions around constructive student involvement other than ASR.

Why: Because of discussions with various stakeholders on campus, it is believed that **"constructive student lobbying"** can play a powerful role in sustainability. The university remains a student-centered institution and having students ask for change can be more powerful than a

request from any member of staff. This may be particularly useful to help with V2020's ambitious objective of moving to non-conventional renewables.

Methodology: Through consultations with V2020, design discussions that will surface the higher-level commitments believed to be needed for larger-scale changes to our energy system, and explore a constructive role for students.

Deliverables: The framework for a series of discussion-events, including their objectives, who should be at the table, and how to synthesize the outcomes (2-3 page description).

MEP Sub-Team: Spokespersons, Events Manager.

6- **Objective:** Increase visibility.

Why: In a conversation with Julia Solomon, it was noted that energy gets a lot less attention than food on campus. However, visibility is essential to attract the right project ideas, faculty supervisors, and especially students. It will also be essential to help attract external sources of funding for projects, and to strive towards our long term objectives of involving other universities.

Methodology: Through work in areas 1 to 5 (and especially in areas 1 & 2) we will foster relationship with new groups and organizations. Over the course of the summer we will continue to build relationships on campus, and look to partner on events for next year. We have already begun discussions with several groups including the McGill Energy Association, Engineering Undergraduate Society, and Electrical Computer and Software Engineering Student Society, and have proposed ideas including a Code Jam and campus-wide energy conference. We also had conversations with Julia Solomon regarding a communications projects to make the Systems Map more accessible, and will be bringing on someone in a newly formed communications role.

Deliverables: A visibility/communications action-plan for the next year, including ASR project ideas (about 5 pages).

MEP Sub-Team: Events Manager, Communications Coordinator.

Underlying Execution Process

Critical to the success of this work is an underlying execution process that will involve the next wave of MEP student-leaders. The results of the projects will not be nearly as powerful if they have only been contributed to by a single intern; they need to have been co-created. Co-creation will help ensure that these future MEP leaders have an understanding of the functions and workings of the new MEP model and can execute its mission more strongly in the upcoming school year.

To achieve this, the core group has been divided into sub-teams, each consisting of a mix of both new recruits and returning student-leaders. Everyone has committed to 3-4 hours of work per week over the course of the summer. The sub-teams, each led by their returning student-leader, will be made responsible for directing the work, while Marc-Etienne will offer advice, coordinate, and add capacity. Additionally, all of the subcommittees will come together for a monthly update meeting so that each subcommittee is informed of everyone's progress. A Google-doc will be allocated to each subcommittee and posted on the Google Drive to make sure each subcommittee's progress visible to the entire MEP team.

Furthermore, a board of advisors including Lilith Wyatt & Jerome Conraud will be assembled to help guide the intern. A work plan will be established early on, and monthly milestone meetings with this board will be set-up.

APPENDIX B
Marc-Etienne Brunet's CV