

June 6, 2013

Dear Selection Committee,

Please find attached SEDE's revised SPF application for Community Engagement Day. This resubmission has not been drafted as a contestation of your original feedback, but as an effort to integrate your concerns. There was a miscommunication which resulted in how we responded to your original feedback, therefore I hope that this revised version address those concerns and demonstrates our commitment and capability of making CED a responsive, impactful and sustainable event that recognizes and creates new opportunities for campus-wide community engagement efforts at McGill.

I have highlighted in yellow those areas and information in this resubmission that are different from the original.

Where applicable, I have added a note in italics. I have also included in Section3 (Financials) a column with the budget request we made in the original submission to demonstrate our willingness to scale back on the cost of the event.

Thank you for your time and for this opportunity to clarify our vision.

Sincerely,
Anurag Dhir
Community Engagement Officer, SEDE

SPF APPLICATION: COMMUNITY ENGAGEMENT DAY 2013

Project Title: Community Engagement Day 2013 (2nd Annual)

Budget Requested: **\$12850.00** (*Revised from original SPF budget request of \$19000.00*)

Contact Information:

Dhir, Anurag - Community Engagement Officer, Social Equity and Diversity Education Office (SEDE)
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Project themes: Community

Project Groups:

Emily Boytinck (student) – Coordinator, CED
Veronica Amberg – Program Manager, SEDE
Carly Breger – Community Engagement Adviser, SEDE

1. PROJECT OVERVIEW

1.1 Project Summary

Community Engagement Day (CED) is a celebration of community-university partnerships that exist within McGill. The inaugural Community Engagement Day was held on October 5th, 2012. The 2nd annual Community Engagement Day will take place on October 4th, 2013

1.1.1 What made Community Engagement Day 2012 (SPF#69) successful?

CED was inspired by a need to create, strengthen and celebrate links between the McGill and Montreal communities. Students, staff and faculty participate and volunteer with Montreal community organizations on projects that address immediate needs, while learning about local societal issues and realities that make these organizations necessary. Not intended as a one-off event, CED 2012 fulfilled its objective of acting as an entry point and lighthouse for a broader culture of community engagement at McGill.

CED 2012 by numbers...*

Number of McGill Registrants	340
Number of Community Groups Involved	64
People were involved in Community Engagement Day, including McGill participants, group leaders, and community organizations.	1000
% Of people who indicated that CED had increased their perception of possibilities for community engagement opportunities at McGill	82.58%

*Statistics originally published in CED 2012 Final Report

1.1.2 CED 2012 Lessons Learned*

- Scale back costs of CED by build on networks of support for CED at McGill, to receive in-kind resources (i.e. rooms rent-free and snacks from Residences)
- Ensure Group Leaders develop CED projects in collaboration with community organizations. This will make them more implicated in the projects and participant learning during the Day
- Continue involving as much faculty as possible to develop projects and to encourage their students to participate, so that they see community engagement as part of their education.
- Promotion of CED should include promotion of work done by Montreal and McGill community partners.

**Please refer to Appendix 4 for explanation of financial lessons learned from CED 2012*

1.2 Project Eligibility

(Fully revised, connecting goals of CED with goals of Vision 2020's Connectivity component)

We will to continue to build on the promise and success of the first year by applying lessons learned and addressing the “Connectivity” vision and goals as outlined this year in the Office of Sustainability’s document, “Vision 2020: Creating a Sustainable McGill – Vision & Goals Report (p. 9, March 1, 2013). The points below address these goals as well as incorporating lessons learned from CED 2012:

1. McGill supports the health and happiness of students, faculty and staff, and facilitates their integration into the McGill community.
 - CED is a McGill-wide event that encourages students, staff and faculty to not only participate together as volunteers, but to **develop CED Projects together, in collaboration with Montreal community organizations.**
 - **49.2% of registrants for CED 2012 were First-Year McGill students**, therefore we see CED as an effective launching point for wider community and student engagement.
 - In order to make the Day as accessible as possible for McGill staff, students and faculty to participate, we will create projects that can be done on the weekend that follows October 4th.

2. **Community engagement—within and beyond McGill—is valued as a core element of the McGill student, staff and faculty experience.**
 - CED will be **SEDE’s flagship event that will continue to introduce McGill and Montreal communities to each other**, and provide space, activities and learning opportunities for sustainable collaboration and engagement.
 - Effort will be made to **identify staff, faculty and students who already have established relationships with Montreal groups**. We will encourage them to develop projects for CED as a way to shine a light on their work, and the multiple ways to engage with it.

3. **McGill sustains many strong, reciprocal relationships with partners in local, regional and global communities.**
 - All CED projects are developed based on the short-term needs of organizations while building on potential long-term collaborations that **can leverage McGill’s strengths in research, and student engagement**.
 - **Relationships between participants and organizations/initiatives will be sustained** through the CED website (www.cedmcgill.com), and through community-based learning programs like SEDE’s Community Action Toolkit, Engage McGill, and through projects carried on by student clubs and groups.
 - **In giving Group Leaders (McGill students) more responsibility this year** to create projects with community partners, it creates a deeper connection with the community partners and enhances the quality of our community projects.

4. **Knowledge flows freely in all directions—within McGill, from McGill to the communities to which we belong and from those communities to McGill.**
 - The database portion of the CED project—found on cedmcgill.com—was created to take stock and build awareness of community engagement initiatives happening across McGill. Gathering this information and **creating institutional awareness allows community engagement to occur organically across McGill**, while being accessible to community partners who are looking for collaborative opportunities.
 - We will **promote CED by creating interview videos and writing articles for McGill staff and student publications about the work of our partner community organizations and McGill community engagement efforts featured in CED**. *Please see Appendix 2 for a visual representation of our communications strategy.*

1.3 Timeframe

A detailed Timeframe can be found in Appendix C.

May 8 – June 30 - Groundwork: *Consultation with McGill and Montreal community partners about potential projects; establish Advisory Committee; recruit Group Leaders to develop projects.*

June 1 – July 31 – Project Development: *Group Leader Orientation; CED project development; collect information about community organizations to prepare for video vignettes and CED articles.*

June 1 – October 4 – CED Promotion: *Develop communications strategy; Update CED website; complete community videos; draft and publish CED articles; solicit external articles; tabling, in-class presentations, etc...*

1.3.1 Performance Indicators

- 1) Maintaining the quality and organization of event on a lower budget.
- 2) The increased participation and involvement of student groups on campus, including clubs, services, ISG’s and international student organizations.

- 3) How close we come to our goals for the approximately 30 projects to be developed by staff (10%), students (60%) and faculty (30%)
- 4) Results from surveys measuring participant level of engagement at CED and potential for future involvement in community engagement efforts.
- 5) Surveys measuring the satisfaction of McGill and Montreal community partners in the organization of the project, level of engagement of participants, and increase in volunteers beyond CED and perhaps the changing image or accessibility of McGill University.

1.3.2 How will the outcomes be shared with the community?

The results of CED (quantitative and qualitative data) will be published in a summary format on the CED website following the Day. Articles about CED results will be published in the student and staff newspapers. CED will also attract media attention from Montreal newspapers.

1.4 Stakeholders

Primary stakeholders:

Montreal Community Organizations: Source of CED projects and main CED partners; can benefit from increased volunteerism and awareness of the societal issues that make them necessary

McGill Faculty : Develop CED projects based on their work which has social/economic/environmental impact; Can encourage students to participate in CED

McGill Student Groups: Develop CED projects based on pre-existing relationship with Montreal community organizations; CED can hopefully help them increase recruits and build awareness around campus

CED Group Leaders: Main liaison between community organizations, McGill project partner (i.e. faculty/dept/unit) and CED participants

Please refer to the attached letters of support from the original SPF submission for CED 2013 for information about how each stakeholder or stakeholder group below will be contributing to the initiative.

- *McGill Association of University Teachers (MAUT)*: Dr. Edith Zorychta
- *Heather Munroe-Blum*, Principal and Vice-Chancellor of McGill University
- *McGill Residences*: Colleen Lewis
- *First-Year Office*: Joan Butterworth
- *Leadership Development Initiatives*: Ian Simmie, Director
- *Lydia White*, Associate Provost (Policies, Procedures, & Equity)

2. PROJECT IMPLEMENTATION

Community Engagement Day 2013: Project Implementation		
Type of Activity- Task	Estimated Time Required	Group Member in Charge
Work with existing student groups at McGill including Clubs, Services, to develop student-led projects	May = Recruitment May-July = Development August-September = Publicity and final details	CED Coordinator (Emily Boytinck)
Identify faculty members in support of CED and ask them to recruit student participants	May – June = Identification and recruitment May-August = Communication	Community Engagement Officer, SEDE (Anurag Dhir) CED Coordinator
Identify Community Groups that already have connections with McGill and create projects	May= Identification June-July= Project development August- September = Publicity & final	CED Coordinator Community Engagement Officer, SEDE

Work closely with the Aboriginal Sustainability Project to develop projects	June- July = Project Development August- September = Publicity and final details	CED Coordinator
Recruit 500 student, staff, and faculty participants	August- September	CED Coordinator CED Communications Intern
Maintain Social Networks: Twitter, Facebook, YouTube, and CED Website	May- October	CED Communications Intern CED Coordinator
Coordinate community project teams leading up to and on October 4 th	September-October	CED Coordinator
Publicize results and prepare project evaluations and host an appreciation event	October- November	CED Coordinator CED Communications Intern

3. FINANCIALS

3.1 Revenue and Expenses (Highlighted figures represent revised amounts for resubmission)

Community Engagement Day 2013 Budget May 1 st , 2013- November 1 st , 2013		
Revenue	Resubmission	Original CED2013 SPF application**
SSMU Charity Fund	\$3000 (Confirmed)	
Sustainability Projects Fund	\$12850 (not confirmed)	\$19000
Total	\$15850	\$22000
Expenses		
Coordinator Salary: \$15/hour for 500 hours	\$7500	\$7500
Intern Salary: \$12/hour for 200 hours	\$2400	\$3750
Food	\$1250	n/a
Publicity (filming equipment and banners)	\$1000	\$3000
Website	\$500	\$1000
Transportation	\$200	\$1000
Room Rentals (offered in kind by Student Services and McGill Residences)	\$0	\$2500
Materials (CED tent, materials for 30 CED projects)	\$3000	\$3000
Total	\$15850	\$22000

**** Attempts were made to reduce costs through approaching McGill supporters and partners who see CED as offering benefit to their members. This is applied to Room Rentals and Publicity where we will receive in-kind donations from Residences, Student Services and McGill Communications. Transportation costs will be reduced by less use of taxis, and by subsidized public transit tickets offered by the STM.**

3.2 Additional Information

3.2.1 Transportation to Community Engagement Day Activities

Discussions are underway with the STM to enable participants to travel for free on public transport to their Community Engagement Day activities.

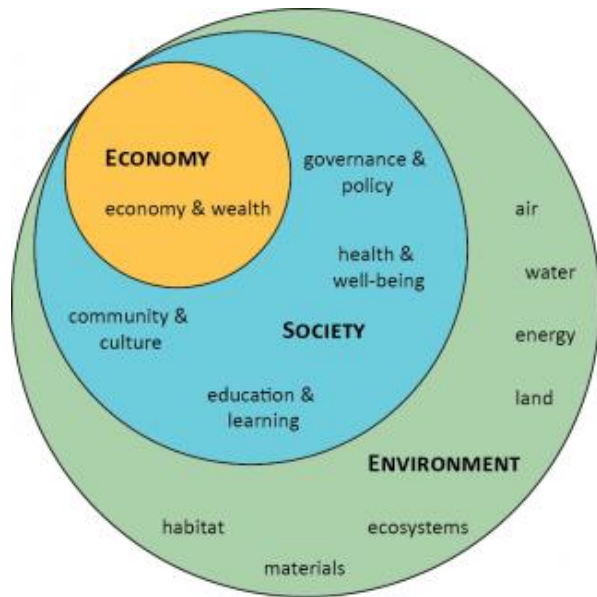
3.2.2 Pending Funding/Sponsorship Opportunities

We have recently sent a sponsorship proposal to **McGill Food and Dining Services**. We are also in talks with **Yelp.ca**, an on-line community that connects people to businesses as well as community organizations. They will provide access to an app that will allow CED participants to document their projects in photographs. They will also profile our CED community partner organizations on their website, as well as provide a free juice-bar on Lower Field for CED participants.

We will also be looking for future sources of funding from Rez Life, the First Year Office, The Associate Provost of Policies, Procedures, and Equity, The Office of the Dean of Students, and Development and Alumni Relations.

5. LETTERS OF SUPPORT : Please see original SPF submission for Community Engagement Day 2013

APPENDIX 1: Community Engagement Day & Sustainability



McGill's Office of Sustainability describes sustainability simply as "future orientation" and "a community coming together to work toward a shared vision for a better future." The Canadian Consortium on Sustainable Development offers another definition of sustainability: "a process of reconciling three imperatives: (1) the ecological imperative to live within global biophysical carrying capacity and maintain biodiversity; (2) the social imperative to ensure the development of democratic systems of governance in order to effectively propagate and sustain the values by which people wish to live; and (3) the economic imperative to ensure that the basic needs are met worldwide. And equitable access to resources—ecological, economic and social—is fundamental to its implementation."

The above diagram depicts how the three pillars of sustainability relate to one another.

Although in the past these three pillars were often depicted as overlapping spheres, the conceptual diagram used more recently depicts three nested spheres; each sphere inhabiting the other. Economy, Society, and Environment are indeed part of one another where Economy is a subset of Society, and further, where Society a subset of the Environment. They affect one another directly through various systems.

In terms of social sustainability, a community must meet the basic needs of its residents to be functional and sustainable. According to the Vancouver City website on sustainability, "a socially sustainable community must have the ability to maintain and build on its own resources and have the resiliency to prevent and/or address problems in the future." Social sustainability can be built on two levels: individual (human capacity) and social (community capacity). Both these levels need to be developed using the four guiding principals of equity, social inclusion and interaction, security, and adaptability for effective and sustainable results. Community engagement can be defined as working directly with partners in the community to achieve social needs and address inequality issues. Thus, **community engagement is a direct way to promote and foster social sustainability.**

The initiatives and community organizations that participants work with will address a number of social spheres ranging from cultural, environmental, physical health, education, and more. **The goal in promoting community engagement efforts on these fronts is to strengthen the individual capacity and/or the social capacity levels of social sustainability.**

In starting to plan the event, the Coordinators have already made it a priority to showcase existing sustainability initiatives on and off campus. Projects including Edible Campus, Midnight Kitchen, the McGill Farmers' Market, Gorilla Composting, Campus Crops, the Plate Club, Rethink McGill and more will be a major part of CED. These initiatives will also be linked with other community engagement initiatives through CED. Furthermore, public transportation will be promoted during the event through a partnership with the STM.

The event itself is being built with a sustainable framework. CED is not intended as a "one-off" event but rather the entry point and celebration of a broader culture of community engagement at McGill. One of CED's main goals is to create and strengthen links between the McGill community and the Montreal community. Relationships between participants and organizations/initiatives will be sustained through the website, the CED coordinators, and follow-up events. Part of CED consists in centralizing and making visible the community engagement initiatives that already exist on campus, thus facilitating communication between these groups as well as developing an institutional memory for these initiatives.

CED will provide a medium through which McGill students, staff, and alumni can participate in on-going initiatives while sparking new McGill-Montreal community partnerships. This will lead participants to

engage in subsequent activities with the aim of achieving more just, equitable, and sustainable communities. CED wishes to participate in creating a community of sustainability at McGill by institutionalizing and cultivating community engagement within the McGill community at all levels.

APPENDIX 2: CED Communications Strategy



APPENDIX 3: Detailed Timeframe Table

Action Items	Activities	Start-Finish Date
Groundwork	Bi-monthly meetings with CED Advisory Committee	May 8 – November 1
	Consult with Faculty, Admin and Student Groups about CED project development	April 1 - May 31
	Consult with current and new CED Community Partners about project needs	June 1 – June 30
	Recruit Group Leaders	April 1 – June 30
	Engage potential partners and sponsors in McGill and Montreal for institutional and financial support	May 1 – June 30
CED Project Development	Group Leader Orientation	May 8, June 18, August 18, September 18
	Confirm CED Projects	June 1 – July 31
	Confirm CED Project material costs	July 1 – July 31
	Film and edit Community Partner Video interviews	July 1 - July 31
	Develop Project Activity Sheets	August 1 – August 31
CED Website and Promotion	Develop CED Communication Strategy	June 1 – June 15
	Update CED Website structure and navigation	June 1- June 31
	Draft articles about CED Partners to be published in McGill student and admin print and online publications	August 1- 31
	Update content and launch CED website	July 15 – August 15
	Promote CED at various McGill events, and with in-class presentations	September 4 – October 1

APPENDIX 4 : Request to SPF for Budget Amendment For Community Engagement Day 2012 – Submitted March, 2013

ADDENDUM:

Explanation of over-expenditures and lessons learned from CED 2012

A - Transaction procedures and oversight

The CED Project Coordinator (PC) was given authorization over the budget in order to expedite purchases and coordination with the OOS Senior Accounting Clerk (SAC). At times, some transactions were performed by the CED Communications Coordinator (CC), without approval of the PC. According to the PC, this miscommunication resulted in purchases not being accounted for immediately in the budget. They appeared in the SPF budget report two weeks after the PC submitted the final expenses report. Therefore there was a break down in oversight and standardized procedures for transactions.

Lessons learned:

To improve oversight and to standardization, transaction procedures will be clearly outlined and submitted to the PC, the Project Leader and all financial transactions done by the CED Coord will go through SEDE's Administrative Coordinator (AC), who will be the main contact for the OOS Senior Accounting Clerk. Since the AC is responsible for SEDE's budget, this person is a natural checkpoint for all CED transactions. The Project Leader (i.e. SEDE's Community Engagement Coordinator) will be cc'd on all correspondence.

B - Budget reporting and CED team communication

Bi-weekly CED Team meetings were conducted to discuss the project's progress and to inquire about the state of the budget and recent purchases. As the project moved forward, bi-weekly meetings were not consistent, and comprehensive budget reports were not consistently requested.

Lessons learned:

1. In creating our budget table for CED 2013, special attention will be paid to approximate dates when particular purchases will be made. This will help the CED team plan purchases accordingly, especially if unforeseen expenses occur.
2. In order to keep better track of transactions, for future CED Team meetings (which include the CED PC, interns and the Project Leader), there will be a request for monthly budget reports to be presented by the PC. These monthly reports will be scheduled around reception of monthly budget reports from SPF. The PC will report the following (if applicable that month):
 - a. Expenses to date
 - b. Funding remaining
 - c. Possible purchases by next report

C - Discrepancy between projected and actual expenses

The original deficit of \$4887.53 was the result of certain expenses that were much higher than we estimated. These included in particular 1) space rentals, 2) materials (i.e. bandanas, printing), and 3) transportation.

Lessons Learned:

1. For CED 2013, we have already secured spaces for all events (i.e. Group Leader Orientation, CED Appreciation Event, certain CED Projects), with the rental fees being waived. This was the result of

following up with certain partners (i.e. Residences, The Yellow Door) who saw the value of this event in engaging their respective communities, as well as the quality of CED's educational vision based around thinking critically about societal issues through action and reflection.

Lastly, McGill Residences and Rez Life—who represent over 2500 First-Year students—appreciated the efforts of SEDE's Community Action Toolkit to follow-up CED with customized group volunteer projects and community-engagement workshops for First-Year students in order to build on the momentum of their initial connections with Montreal and its communities during the Day. Sustaining community engagement efforts beyond CED is a goal of the event, and this was fulfilled with Residences in particular.

2. Regarding materials, this represented a large discrepancy between projected and actual expenses (\$2000.00 to \$6258.76, respectively). A large portion of this went to producing the CED bandanas and printing costs. For 2013, we have more than enough bandanas to use, and this was the intention behind the purchase in that we were offered a lower unit cost if we purchased a larger quantity. We hoped to reduce costs in other areas, but unfortunately were unsuccessful.

As for printing, we learned that printing posters was not the most effective form of promotion, therefore we will not be printing posters or as many paper-based materials this year. Instead we will expand our successful word-of-mouth efforts, as well as connecting with more faculty, staff and student champions to spread the word to their students. We will also take advantage of CED's higher profile to solicit more articles to be written about the event before the Day. One strategy is to have articles written about selected Montreal community organizations involved in CED over a period of 4 weeks leading up to the Day. We have also confirmed to have a larger presence during McGill Orientation Week in early September.

Through nurturing our existing networks and building on our current visibility, we will reduce promotional costs considerably.

3. Our high transportation costs were the result of taxi vouchers offered to certain volunteers and organizers, and the bus that was rented for the CED project in Khanawake. Taxi vouchers were offered with little oversight or pre-estimation. We will have a better tracking system and consistent oversight procedures for all taxi vouchers in 2013.

Conclusion

One of the great lessons learned was that the CED PC was tasked with great responsibility, and while the project was a success, there was less support given to administrative tasks that would have guaranteed a more consistent and sound budgetary planning and reporting process. This year, we will modify the role of the PC by delegating much of the project development tasks to the CED Group Leaders who become the main liaison between the McGill participants and our Montreal community partners. In giving Group Leaders (McGill students) more responsibility in this area, it creates a deeper connection with the community projects for our Group Leaders, while freeing up a much time and energy for the PC to oversee the overall vision, coordination and administration of this event. This type of delegation helps in creating more leadership opportunities for McGill students, it enhances the quality of our community projects, and provides the PC with more support.

Much was learned in CED 2012. There were challenges in our pilot year, but these are now opportunities to harness the potential of this event, expand its impact, and become a model for innovative, equitable, sustainable, and financially viable community-university partnerships.