



SPF Application Form

Section A - Cover Page

Fill out this Cover Page and save it to your files for future reference before uploading it on the SPF website.

Project Title Where the Sidewalk Ends and Self-Sufficiency Begins

In one to three sentence(s), explain what your project is about:

Building on our experience with SP0150, we want to create a community of McGill students and staff that learns and shares self-sufficiency skills together during one-hour lunchtime workshops. These will take place at both campuses and to finish off, everyone will be invited to spend a "survival" day in the woods together at the Morgan Arboretum.

Indicate the McGill campus(es) where your project will be implemented:

Macdonald
 Downtown
 Gault Reserve
 Bellairs Research Institute

Approximate Budget Requested to the SPF (\$): 21,360.74

Approximate Total Project Budget (incl. other sources of funding if applicable) (\$): 22,080.74

List 1 to 3 main item(s)/expense(s) for your project that SPF money will be used for (incl. approx. % of total budget):

Salaries & benefits (94%), transportation (4%), mater.&print. (2%)

Indicate which of the following team members...

... will be in charge of monitoring the project's budget (maximum 1 person): Jacqueline Farrell

... will be the Project Lead (Project Lead will be the contact person for the SPF Staff): Jacqueline Farrell

The Project Lead stays for the entire duration of the project: **Y** **N**

If no, explain in a few sentences your leadership transition plan for one or both of the Project Lead for sustainable continuation of the project:

PROJECT TEAM MEMBERS

The SPF encourages your team to be inclusive of individuals who voluntarily self-identify as members of marginalized communities (e.g. women, Indigenous people, people of colour, LGBTTQI, student parents, members of ethnic minorities, immigrants, people with disabilities).

1. Student Team Member (read details about [SPF Evaluation Criteria #5](#) for more information)

First Name & Last Name <u>Jacqueline Farrell</u>	Affiliation (select one) <u>Non-academic Staff (ST)</u>	
Phone (daytime; only put #) <u>+1 (514) 398-4094</u>	Specify if Other _____	
Email <u>jacqueline.farrell@mcgill.ca</u>	Faculty/Unit/Organization <u>Redpath Museum</u>	

2. Staff Team Member (academic/non-academic) (read details about [SPF Evaluation Criteria #5](#) for more information)

First Name & Last Name <u>Ingrid Birker</u>	Affiliation (select one) <u>Non-academic Staff (ST)</u>	
Phone (daytime; only put #s) <u>+1 (514) 398-4094</u>	Specify if Other _____	
Email <u>ingrid.birker@mcgill.ca</u>	Faculty/Unit/Organization <u>Redpath Museum</u>	

3. Additional Project Team Member

First Name & Last Name _____	Affiliation (select one) _____	
Phone (daytime; only put #s) _____	Specify if Other _____	
Email _____	Faculty/Unit/Organization _____	

4. Additional Project Team Member

First Name & Last Name _____	Affiliation (select one) _____	
Phone (daytime; only put #s) _____	Specify if Other _____	
Email _____	Faculty/Unit/Organization _____	



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PROJECT TEAM MEMBERS (CONT'D)

5. Additional Project Team Member

First Name & Last Name _____	Affiliation <i>(select one)</i> _____
Phone <i>(daytime; only put #s)</i> _____	Specify if Other _____
Email _____	Faculty/Unit/Organization _____

6. Additional Project Team Member

First Name & Last Name _____	Affiliation <i>(select one)</i> _____
Phone <i>(daytime; only put #s)</i> _____	Specify if Other _____
Email _____	Faculty/Unit/Organization _____

7. Additional Project Team Member

First Name & Last Name _____	Affiliation <i>(select one)</i> _____
Phone <i>(daytime; only put #s)</i> _____	Specify if Other _____
Email _____	Faculty/Unit/Organization _____

8. Additional Project Team Member

First Name & Last Name _____	Affiliation <i>(select one)</i> _____
Phone <i>(daytime; only put #s)</i> _____	Specify if Other _____
Email _____	Faculty/Unit/Organization _____

To list more members, fill a 2nd Cover Page form and save it separately. Then merge with your 1st Cover Page before uploading to the SPF website.

OPTIONAL:

If applicable, total number of team members voluntarily self-identifying as members of marginalized communities: _____

Represented marginalized communities: _____

Specify if Other(s) and/or add more: _____

Relevant link(s): *(to website(s) or social media re: project and/or team members)*

<https://www.mcgill.ca/redpath/whatsnew>

How did you learn about the SPF? *(select one)* Other (specify) _____ **Specify if Other** Original call for proposals (email) _____

Please check the boxes to confirm that you have read and agree to the following information:

All our project team members understand that the SPF is publicly funded and therefore, by default SPF projects are not confidential. We agree that if needed, the SPF Steward, the SPF Administrator and/or the SPF Working Group members read and/or share the application and/or communicate part of its content in the cases where they would need to (e.g. to receive professional advice, connect our team to stakeholders, etc.).

If our project is approved, all our project team members agree that their name, email, and phone number as well as their participation to the project be disclosed (e.g. for contact information or through our application and progress/final reports published on the SPF website).
If you do not check this box, the SPF staff will communicate with you to know who's information to remove before sharing your project online.

All our project team members have read and understood the [SPF Terms & Conditions](#), and we confirm that we agree to respect them.

If any aspects of the [SPF Terms & Conditions](#) are unclear to you, contact the [SPF Staff](#) before you submit your application so that you can check this box in all confidence. Also note that, if your project is approved, the Project Leads and the person monitoring the project's budget will have to confirm in writing (through email or document's signing) that they agree to the [SPF Terms & Conditions](#) before officially starting the project.



SPF Application Form

Section B - Project Overview

Answer the following questions and save this form to your files for future reference before uploading it on the SPF website with Section A - Cover Page.

Project Title Where the Sidewalk Ends and Self-Sufficiency Begins

Project Lead Jacqueline Farrell **Phone** +1 (514) 398-4094 **Email** jacqueline.farrell@mcgill.ca
First & Last Name Jacqueline Farrell **(daytime)**

Before you fill out this Project Overview, make sure you have consulted all related application documents online, including the [SPF Evaluation Criteria](#), the [SPF Glossary](#), and the [SPF Sustainability Brief](#). Read all questions first before starting answering them. Answer exactly what is being asked. You will have a chance to include any other information in appendices at a later stage of the application process. The characters' limit (including spaces) is indicated for each question so that you can draft your answers in Word first if you want to. Note that any skipped line will make you lose the line's characters (approx. 140 characters). Once you successfully pass this first stage of the application process, the SPF Staff will ask you to fill a Project Plan, in which you will specify your expected impacts, S.M.A.R.T. objectives and main activities, outputs, success indicators, stakeholders, main risks and mitigation measures, preliminary timeline, and costs. Although it is OK for you not to have all these details ready at this stage, having thought about them in advance will help you succeed in responding to the following questions.

Project Vision A more self-reliant community; learning is less compartmentalized, less hierarchical; all members learn from each other.

A vision depicts the ideal future that someone is hoping for. Thus, a vision is a dreamed aspiration that someone intends to lead or contribute to, and it does not necessarily need to currently seem realistic. As such, tell us how you see McGill campuses in an ideal world once your project is completed successfully. The vision does not need to be completed within the timeline of the SPF funding.

Project Goal To bring students and staff opportunities to get to know each other and learn from each other, while exploring ancestral living skills and more self-reliant and sustainable ways of living.

A goal is the overarching desired tangible realization (and thus change) to be achieved within the project's lifespan. The goal contributes to the project's vision in a palpable and realistic manner. The project's goal may last longer than the SPF funding lifespan. In line with the SPF mandate, when achieved, your project's goal should result in a culture shift (e.g. change in ideas, habits, behavior).

1. What is the specific sustainability-related issue/challenge that you see on McGill campus(es) that you want to address?
(530 char. max. ~80 words)

There is a lack of knowledge about the skills needed for self-sufficient living because we rely on corporations for everything from food to cleaning products. Our original observations that many undergrads are not confident in their knowledge of even such a basic skill as preparing food, let alone survival skills such as foraging for edible foods, has been reinforced by our experiences with the Self-Sufficiency workshops. We have also had many non-students express interest in the workshops and learning these skills.

2. What is your project idea and how will it help address the above issue/challenge? (2000 char. max. ~300 words)

Building on the success of our current grant for undergrads (Self-Sufficiency workshops), the STARS (Scientists Talk About Research for Staff) initiative for staff, and interest shown by students and staff alike, we will offer 8 one-hour experiential lunch & learn workshops on ancestral living skills, self-reliance, and sustainability on each campus. Possible topics include: foraging for edible foods; simple shelters; fire skills; carving and basketry; fermented foods; composting; making your own soap and cleaning products, etc. A culminating "survival day in the woods" will be held at the Morgan Arboretum, where participants from both campuses will spend a day practicing their skills together outdoors in the woods. These free workshops will bring students & staff together to learn and share skills; we do not know of any other program offering this type of learning experience for these two groups. We will invite McGill students plus SSMU clubs interested in traditional skills (Flintknapping, Outdoors, etc.), and we will promote the program during the fall & winter Activities Nights (with the Outdoors Club again if possible). We will invite staff through the STARS network and other staff mailing lists. Nature connection & living more sustainably will be an integral component of each workshop. We will set the first two workshop topics each term & the rest will be decided collectively. We will invite participants to share their skills in Fac. Ed. & NRS winter courses with the project leader. This is modeled on the Coyote Programs' philosophy (see Project Plan) and the Redpath Museum Club, a robust student club that has found peer mentoring an effective learning strategy since 2005. We will help guide the mentoring process & participants will sign a symbolic letter committing to sharing their learned skills with someone from McGill. We will also connect participants to groups in Mtl practicing similar skills and holding Skills Share Nights (Le Milieu, Concordia, etc.).

3. What impacts do you want your project to have on McGill structures, processes and/or systems? Also specify how this should positively transform peoples' behaviors/perspectives/habits on McGill campus(es). (935 char. max. ~135 words)

This project is a great way to bring different parts of the McGill community together around a common goal: empowering ourselves to find alternate, more sustainable lifestyles. It will emphasize increasing our self-sufficiency, sharing knowledge with each other, learning from people in our community, and community building (among members themselves and with the greater community). It will also increase connectivity by bringing together two parts of the McGill community that don't usually learn together. We hope that it will help students and staff feel more connected to each other and more confident in their knowledge so that they can continue exploring the skills that most appeal to them. This in turn may lead to students and staff asking for changes on campus in terms of curriculum, waste disposal, food sourcing, new clubs, new opportunities to create community, experiential learning and life-long learning, etc.

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Section B - Project Overview

4. What arrangements will make these impacts continue after the SPF funds have been spent? (530 char. max. ~80 words)

We will explore opportunities to continue this project with the Dean of Science as an experiential learning part of the STARS series (open to students and staff) or as a new initiative, and with the Dean of Ag and Environmental Sciences. We will also explore fee-based options with the Redpath Museum for downtown participants: current fees are \$8/participant for a workshop and we foresee having 10-15 people per workshop (based on an average number of 10 participants per young adult program at the Museum).

- ABOUT SUSTAINABILITY -

5. How do you intend to address social, environmental, and/or economic dimensions of sustainability in your project's objectives? (1350 char. max. ~200 words)

This project will: 1) enable staff & students to explore and share skills needed for self-sufficient living; 2) incorporate materials (harvested, recycled/re-used) and create products that are more sustainable than those currently on the market; 3) discuss the philosophy of sustainability (environmental, economic, social) through the skills being developed; 4) empower participants to be more self-sufficient; 5) increase contact with & raise awareness of nature through the development of naturalist skills; 6) sustain traditional skills in the community; 7) connect participants with an existing Mtl community where they can further explore and share their skills if they choose. This project will help McGill build a culture of sustainability by providing a creative space that emphasizes interdisciplinary, intergenerational learning from each other and from people in the community; this fosters more resilient, sustainable communities. We will discuss socio-economic issues as we look at traditional crafts and ways in which they preserve cultural heritage and sources of income for some communities. We will discuss how native peoples have traditionally used these skills to live more sustainably and we will reflect on how this way of doing things can contribute to our health and sense of wellbeing.

6. In addition to having sustainability-related objectives (Q5), how will you ensure that your project is also planned and managed sustainably (e.g. material local sourcing; accessibility - see the [SPF Sustainability Brief](#))? (530 char. max. ~80 words)

Our project will be held at the Redpath Museum and in the Macdonald-Stewart or Centennial Building, all of which are both easily accessible to students and staff, and will not require extra security, porter, or cleaner fees during these lunch-hour sessions. All materials used will be sustainably harvested from local sources and/or consist of recycled/reused materials as much as possible; this will be incorporated into all workshop planning. Carpooling and biking to the Morgan Arboretum will be strongly encouraged.

Beside appear the five categories in which the McGill students, faculty, and staff think the University can make a positive difference within society. The [McGill Sustainability Strategy. Vision 2020](#), describes a specific vision and goals for each of these categories, as they were defined by the McGill direct stakeholders through a comprehensive consultation process.

7a. In the figure, check all the categories under which your project falls (you can select only one if no others apply to your project).

7b. Among the categories that you checked, select the one that you think is most relevant to your project:

Dominant Category: Education

7c. How does your project **concretely** contribute to advancing the vision and goals described under the [Vision 2020](#) category that is most relevant to your project? (800 char. max. ~115 words)

Workshops will all focus on hands-on, experiential learning, and all of the skills that will be taught are related to sustainability on both the environmental and socio-economic levels (see 2 above). The project will promote lifelong learning and leadership by example (staff and student naturalists sharing their skills and stories), and to provide participants with resources and connections to continue their own exploration (Montreal opportunities for Skills Shares, etc.) and to help others learn by committing to teaching these skills to someone else in the McGill community. Intergenerational, interdisciplinary learning as a group and bringing participants from the two campuses together will help create a sense of belonging and connection.

Vision 2020 Categories

- Finance & Investment
- Diversity & Equity
- Transparency
- Inclusiveness
- Accessibility
- Experimentation
- Accountability
- Leadership
- Human Resources

- Materials
- Energy
- Food
- Water
- Transportation
- Land
- Living Lab



- Exploring Sustainability
- Collaborative
- Community-Engaged
- Social-Ecological Footprint
- Interdisciplinary
- Applied Student Research

- Citizenship
- Leadership
- Lifelong Learning
- Experiential Learning
- Sustainability Knowledge & Skills

- Wellness & Health
- Community Engagement
- Sense of Belonging
- Accessibility
- Community Spaces
- Knowledge Sharing

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Section B - Project Overview

8. How does your project relate to any current/past initiative(s) on McGill campus(es) (e.g. other SPF projects)? If applicable, also indicate: 1) how your project complements the initiative(s), and 2) how you will partner with them in implementing your project (e.g. working together on some activities, sharing material/resources/costs). (2000 char. max. ~300 words)

This project builds on SP0150 (Self Sufficiency workshops) by expanding it and making it more accessible to a wider McGill audience: more students, staff, and both campuses. To our knowledge, there hasn't been a series of experiential learning activities specifically designed for staff and students to learn together. The Fac. Sci. Soup & Science series is for faculty and new undergrads only and the STARS series is for science support staff only. Both of these are lecture-based and do not involve any experiential learning. SSMU clubs such as the Flintknapping Club, Knitting Club, Outdoors Club, etc., may only focus on one skill and their workshops are only open to student members.

This project is also similar to the series of Permaculture Classes offered at MacDonald Campus (SP0121) but focuses on different topics rather than one single one. It complements the Permaculture initiative by broadening the scope of self-sufficiency skills to which participants will be introduced. We have discussed the lessons they learned throughout their project and we will explore the opportunity to work together on a class on permaculture for one of the workshops. Other SPF projects or McGill groups that we potentially see helping guide us are MSEG, Edible Campus, B-Shack, and Midnight Kitchen. See Project Plan for more details.

9. List the other stakeholders on/off of McGill campus(es) that you will partner with for your project. (530 char. max. ~80 words)

Note: Under Stage 2 of the SPF application process, in the Detailed Project Plan, you will be asked to select your key stakeholders and specify how they will participate in your project. You will also be able to submit any documents that you want in appendices to demonstrate your communications and agreements with the key partners of your project (e.g. support letters, emails).

Director, Redpath Museum; Director, Morgan Arboretum, Fac. Ed. and NRS faculty; McGill Grounds and Security and EHS personnel; experts in naturalist skills who will be sharing their interests with participants (Morgan Arboretum, Les Amis de la montagne, environmental educators, Bird Protection Quebec, YMCA Coyote Programs and graduates from the Coyote Nature Mentor Program); SSMU clubs (Flintknapping, Knitting, Outdoors).

10. What key recommendations and/or lessons learned from current or past initiative(s) do you plan to build your project upon? (800 char. max. ~115 words)

We have been awarded four SPF projects and one of the most important lessons we have learned during our last one is that there are a tremendous number of people from all walks of life interested in ancestral skills and living in a more self-reliant way. We would like to build on that enthusiasm and interest in this project, which was especially high in students from Mac campus. We have also met many people at McGill and from other groups who have all helped us in diverse ways. We look forward to continuing to work with them and to meeting new people who can help us build a successful project together. See question 8 for more details.

- ABOUT SPF FUNDING -

11. Why do you think that your project should be funded by the SPF rather than by, or in addition to, another source of funding (i.e. what aspects of your project make it specifically relate to the SPF mandate)? (530 char. max. ~80 words)

We have successfully piloted projects at the Redpath Museum and in Education through the SPF and, given these departments' funding situations, it has proven to be the only way to start such projects off. Once they are up and running, permanent, salaried staff can continue the project through fees for service, however the staff does not have the time nor funding for materials needed to develop this project from scratch. Other funding sources for these creative, open-ended projects is extremely rare these days.

12. What other sources of funding have you approached for your project? If applicable, also provide the relevant details on these sources (e.g. responses given, amounts already committed, what these amounts will pay). (530 char. max. ~80 words)

The Deans of Science and Ag and Environmental Sciences will be approached to provide the estimated \$500 in materials needed. In the past, this amount has been approved for each of our SPF projects and we expect the same this time. The Director of the Redpath Museum has also committed these in-kind amounts: overhead costs of office space for the coordinator (\$5000) and salary for supervisory staff (Ingrid Birker: \$12,500). These are included in the total budget amount, as are benefits.

Thank you! After you save it to your files, you can now upload this form and Section A - Cover Page on the SPF website to complete this first stage of the application process. The SPF staff will contact your team within two weeks to provide feedback and accompany you towards next stage - Project Plan. Congratulations for applying to the SPF!

SPF Application Form

Section C - Project Plan

Answer the following questions and save this form to your files for future reference before uploading it on the SPF website.

Project Title Where the Sidewalk Ends and Self-Sufficiency Begins

Project Lead Jacqueline Farrell **Phone** +1 (514) 398-5654 **Email** jacqueline.farrell@mcgill.ca
First & Last Name Jacqueline Farrell **(daytime)**

Before you fill out this Project Plan, make sure you have consulted all related application documents online, including the SPF Evaluation Criteria and the Project Plan Flowchart. Also make sure to consult the SPF Glossary, as it clearly defines each term underlined in this form, as well as the Sample Project Plan, which gives some concrete examples for each term. Last, also do not forget to refer back to your 'Section B - Project Overview' to make sure that all the details you specify here align with it. For more support, consult the SPF website and the SPF staff.

Project Vision A more self-reliant community, learning is less compartmentalized and hierarchical, all members learn from each other.

As indicated in your Section B - Project Overview.

Project Goal To bring students and staff opportunities to get to know each other and learn from each other, while exploring ancestral living skills and more self-reliant and sustainable ways of living.

As indicated in your Section B - Project Overview.

1. List 1 to 3 main impacts you expect/wish to have with your project:

As per question #3 of your Project Overview. If you think of more than 3 impacts, only indicate the ones you think are the most relevant to sustainability at McGill.

Expected/Desired Impact (200 char. max. ~30 words)	
A	Empower students and staff to find alternate, more sustainable lifestyles.
B	Increase staff and students' self-sufficiency, share knowledge with each other, learn from people in our community, and build community.
C	Help participants feel more confident in their knowledge so that they can continue exploring the skills that most appeal to them, which may then lead to asking for changes on campus.

2. List 4 to 7 of your objectives to reach the above impacts with your project. Try to make your objectives as S.M.A.R.T. as possible. For each objective, indicate one key Success Indicator. (see SPF Glossary, Sample Project Plan, and Sample Indicators)

Of your 4-7 objectives, you should have a minimum of one "monitoring" objective, one "outreach" objective, and two "other" objectives. A monitoring objective ensures or verifies the progress and effectiveness of your project, thus allowing you to learn from it. An outreach objective ensures that your project is adequately communicated to the McGill community to increase stakeholders' awareness of and/or participation in your initiative. These two types of objectives might lead to project monitoring and outreach activities (next question). The nature of the 2-5 other objectives is for you to decide and tailor to your project. If you have more than 7 objectives, only indicate the ones that relate best to the above impacts and thus to sustainability at McGill. For each objective, specify the key success indicator(s) that you think should be used to assess the objective's degree of achievement/completion. Your indicators can be qualitative or quantitative (e.g. number of participants, participant testimonials, website analytics, quantity of energy saved, etc.). See the document Sample Indicators for inspiration.

#	Type of Objective	S.M.A.R.T. Objectives (125 char. max. ~20 words)	Related Impact(s) (A, B, C)	Related Key Success Indicator(s) (85 char. max. ~15 words) (ignore the circles for now)	
1	Outreach	Early Fall, inform McGill community about program: STARS & staff emails, webpage, FB page, activ. nights (recruitment)	A	# of students and staff reached	○
2	Other	Teach students in ENVR 201 and 400 new skills that link to their course curriculum (Fall).	A, B	# of presentations held; # of students participating	○
3	Other	Teach stud. & staff new skills to help them feel more self-sufficient (4 Fall & 4 Winter/campus: min. 10 stud./workshop)	A,B,C	# workshops; # partic.; # learned new skills; evaluations & participant testimonials	○
4	Outreach	Inform McGill community and general public about program results & next year's program via video & social media (Spring)	A	# of hits on web page; # videos created; # of shares on FB page	○
5	Other	Increase experiential learning opportunities on both campuses (4 Fall & 4 Winter/campus: min. 10 partic./workshop)	A,B,C	# hands-on skills participants feel they have gained from participating.	○
6	Monitoring	Ensure iterative learning throughout the project (debrief after each of the 16 workshops. Fall & winter reflection meetings)	A,B	# of lessons learned collected, # of reflection meetings held with team	○
7	Other	Help link the campuses through similar experiences and shared experiential learning at the Arboretum (Spring)	A,B,C	# partic. at Arboretum, # partic. reporting visiting Arboretum for 1st time	○

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Section C - Project Plan

3. List the 4 to 7 most important activities that you need to conduct to reach the objectives you listed before. Try to make these as S.M.A.R.T. as possible. Also indicate at least one output and a key success indicator per activity. (Sample Project Plan)

Your main activities should relate to the objectives you listed. As such, if you consider this crucial to your project, you may end up having an activity that relates to your monitoring objective(s) (e.g. developing a survey, any other activity that will help you and other stakeholders learn through your project) or to your outreach objective(s) (e.g. producing and promoting a video about the project). For each activity, indicate the output(s) that will be created as a result, such as a deliverable (e.g. video, report), training, website, network, design plan, or any other output adding value to the project and helping reach objectives/impacts.

S.M.A.R.T. Main Activities (125 char. max. ~20 words)	Related Objective #(s)	Resulting Output(s)	Related Key Success Indicator(s) (85 char. max. ~15 words) (ignore the circles for now)	
Develop recruitment emails, FB & web pages, posters (August) Set up Activities Night table.	1	Emails, web pages, posters	# of students and staff reached	<input type="radio"/>
Develop an evaluation form for participants (August)	3	Questionnaire	# workshop evaluations and participant testimonials	<input checked="" type="radio"/>
Plan & deliver 8 workshops/campus (Sept-Dec; Jan-Apr) and course-related activities (Sept-Oct: ENVR 201 & 400)	2,3,5,7	16 workshops, 3 classes	# of workshops held; # of participants; evaluations and participant testimonials	<input checked="" type="radio"/>
Plan and deliver outdoor skills day at the Arboretum (April)	3,5,7	1 day-long workshop	# of participants from both campuses; evaluations and participant testimonials	<input checked="" type="radio"/>
Develop a project webpage (Museum website) and FB page, (Fall) and work with MoOS on project video (Spring/summer)	4	Webpage; FB page; video	# of hits on web page; # videos created; # of shares on FB page	<input type="radio"/>
Evaluate project impact and write reports (throughout)	6	Reports & evaluation	# lessons learned; # reports written	<input type="radio"/>
Plan out and develop age-appropriate versions of the workshops for the public programming at the Redpath Museum	4, 5	8 workshops	# of workshops developed	<input type="radio"/>

Provide any additional qualitative details that you would like to share with the SPF about your activities. (800 char. max. ~115 w.)

We have had fantastic feedback from students in our current SP0150, asking for more workshops, to reach more Mac students, and to go out into a more natural environment (Appendix 6). Staff have asked if we could provide a similar program for them, which sparked the idea for this proposal. Lessons learned echo our discussions with Lorine Dargazanli last spring about her SPF-funded Permaculture Classes: 8, 2-h workshops spread over 2 terms is a good fit for most students, with the reality being that most will not attend all 8. The highest-rated workshops so far are the most hands-on and we will continue to emphasize this if this project is funded, in order to reflect interests & keep participation up. Workshop leaders have also expressed the need for a final, full-day, immersive experience.

4. Now, about the circles...: Select a total of 3 success indicators that you wish to track more seriously and report on during your project out of all those you indicated for your objectives and activities. These 3 indicators should be the most relevant to your goal and to creating a culture of sustainability at McGill and they should be relatively easy to monitor.

When selecting your indicators, make sure that you will have/plan the time and resources you will need to allocate to monitor them throughout the course of your project. Before you start your project, the SPF may ask you to change a chosen indicator if there is another one that seems more pertinent to the SPF or to the University sustainability reporting.

You will be required to indicate progress towards your final 3 indicators in your progress and final reports to the SPF. Because the SPF values the experiences and learning that occurs during your project (not only results), these reports will also gather related information through open-ended questions.

We have selected the 3 Success Indicators that we wish to monitor during the project:

5. For all projects, there exist various risks, i.e. factors or preconditions whose probable presence or absence could negatively influence the successful achievement of the project's objectives. Please indicate 2 to 4 main risks for your project and the mitigation measures you intend to use/implement to reduce their likelihood. (advise if you have more to list)

It is particularly important that you list all risks to health and safety of the project's team members, direct and indirect stakeholders, and/or the environment.

Main Risks (65 charac. max. ~9 words)	Preventative Measures (65 char. max. ~9 words)
Students & staff don't sign up for the program.	Advertise the program extensively: email, FB, posters, SSMU clubs
Workshop leader is absent the day they are supposed to present.	The project leader will co-teach every class and be a back-up.
Bad weather for days at Arboretum	Have back-up day or go with the flow of nature!

We have more risks to list:

More mandatory information to be provided on next page.

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Section C - Project Plan

6. List the 3 to 10 stakeholders on/off McGill campus(es) that will be involved with and/or impacted by your project, and indicate their respective role in your project.

Stakeholder's Name(s)	Affiliation	Role in the project	Confirmed support/participation
Director	Redpath Museum	Oversees all Museum activities	Yes
McGill Grounds and Security	McGill University	If applicable, approve outdoor activities	Yes
Marion Dulude	Environmental Educator	Will act as a workshop leader	Yes
Steve Leckman	YMCA Kanawana	Will act as a workshop leader	Yes
Shona Watt	Le TinyHomestead	Will act as a workshop leader	Yes
Dean of Science (TBD)	McGill University, downtown	Funding (materials): TBD with Dean	No
Director, Morgan Arboretum	McGill University	Oversees all Arboretum activities	Yes
Prof. Nicolas Kosoy	NRS, McGill University	Host presentations in ENVR 201 and 400	Yes
			Yes

- PRELIMINARY TIMELINE ASSUMING THAT PROJECT STARTS IN 3 MONTHS -

Note: If your project is approved, you will be asked by the SPF staff to fill out a more detailed timeline before any funding can be allocated.

Key Tasks and/or sub-tasks	Related Output(s)	Responsible Team Member(s) <i>(Section A-Cover Page - members' initials)</i>	Start Date	End Date
Contact fall workshop leaders	Pgm. schedule	JF	Aug 1, 2016	Aug 31, 2016
Plan fall workshops and classes	Pgm. design	JF, IB	Aug 1, 2016	Sep 15, 2016
Develop recruitment email, posters, FB page	Adv. materials	JF	Aug 1, 2016	Aug 31, 2016
Develop evaluation form for participants	Questionnaire	JF	Nov 1, 2016	Dec 1, 2016
Buy materials for workshops	Materials	JF	Ongoing	Ongoing
Give fall workshops and classes, evaluate	Implement, eval.	JF	Sep 21, 2016	Dec 6, 2016
Contact winter workshop leaders and plan	Pgm. design	JF, IB	Nov 1, 2016	Jan 18, 2017
Give winter and Arbo workshops, evaluate	Implement., eval.	JF	Jan 18, 2017	Apr 30, 2017
Plan and set up workshops for general public	Pgm. design	JF	May 1, 2017	Jul 31, 2017
Project video, project evaluation, reports	Vid., reports, eval.	JF, IB	Jul 1, 2017	Jul 31, 2017

Provide any additional details that you would like to share with the SPF about your timeline. (530 charac. max. ~80 words)

The August 1st start date ensures that the fall workshops can begin as soon as possible in September. Students will be contacted about the project as soon as term starts (especially on Activities Nights) and workshops and classes (ENVR 201 visit to Arboretum) will start while plants are alive and accessible.

- ADDITIONAL INFORMATION -

Qualifications: Where relevant, the profiles/CVs of the people to be directly involved in the project are attached:

List of appendices, if any (max. 7 pages of appendices, excluding profiles/CVs):

If a McGill department/unit is to contribute financially to your project, make sure to include a support letter from its Financial/Budget Officer confirming contribution. Note that the SPF Working Group will evaluate your project based on your main application forms (i.e. Sections A, B, and C), not on appendices.

Appendix #	Title/Topic of Appendix	Total Qty of Pages
1	Letter of Support and in-kind donation (Director, Redpath Museum)	1
2	Letter of Support (Director, Morgan Arboretum)	1
3	Letter of Support (Prof. Nicolas Kosoy)	1
4	Letter of Support (Nancy Nelson, STARS staff attendee)	1
5	Letter of Support (Susan Gabe, STARS staff attendee)	1
6	Student feedback and testimonials	2
7		

SPF Application Form Section C - Project Plan

- BUDGET -

When completing this form, please refer to the SPF Guide to Budgeting for additional information and explanations. If you would like to submit a more elaborated Financial Model/Business Case in addition to this SPF project budget (for instance, because of the nature of your project; e.g. you plan to generate some revenues through selling some items, revenues that will then allow your project to become financially self-viable), please develop it separately and join it as an appendix to this application. If you need guidance on how to elaborate a Financial Model/Business Case, see suggestions of resources on the SPF website.

REVENUES

Please indicate any funding you will receive or anticipate receiving to complete your project, including funds from McGill Departments and Units.

(A) Funding Source(s)	(B) Amount (\$)	(C) Status
1. Sustainability Projects Fund (SPF)	\$21,360.74	Unconfirmed
2. Dean of Science	\$520.00	Unconfirmed
3. Prof. Kosoy (bus)	\$200.00	Confirmed
4.		Unconfirmed
REVENUES GRAND TOTAL - add all (B)		\$22,080.74

EXPENSES

1. Salaries & Wages

If applicable, indicate the job position(s) under your project and the associated costs. See the SPF Guide to Budgeting for further instructions.

(A) Year #*	(B) Position Title	(C) ~# of Hours per Week	(D) ~# of Weeks	(E) Hourly Wage** (\$)	(F) Subtotal (\$) (C x D x E)	(G) 20% Benefits	(H) Total Cost (\$) (F x G)	(I) Funding Source(s)***
1	Project coordinator (benefits: 24%)	8	52	\$35.40	\$14,726.40	1.2	\$18,260.74	SPF
						1.2		
						1.2		
						1.2		
Expenses Subtotal 1 - add all (H)							\$18,260.74	

2. Other Expenses

Indicate all of the expenses associated with your project; think back to all of your project's activities and all of the items that you need to complete them. It may be beneficial to group by category (not required); if you do so, please use the following categories: Materials-Supplies, Equipment, Printing, Events, Transportation, One-time Profess. Fees, and Miscellaneous.

(A) Year #*	(B) Item Description (inputs)	(C) # of Units	(D) Unit Cost (\$)	(E) Total Cost (\$) (C x D)	(F) Funding Sources***	(A) Year #*	(B) Item Description (inputs)	(C) # of Units	(D) Unit Cost (\$)	(E) Total Cost (\$) (C x D)	(F) Funding Sources***		
1	Prof. Fees: campus*	16	\$100.00	\$1,600.00	1								
1	Prof. Fees: Arbo**	3	\$300.00	\$900.00	1								
1	Materials-Supplies			\$500.00	2								
1	Transportation			\$800.00	1, 3								
1	Printing			\$20.00	2								
	*1 animator/pgm												
	**3 animators/pgm												
Expenses Subtotal 2 - add all (E)					\$3,820.00		Expenses Subtotal 3 - add all (E)					\$0.00	

EXPENSES GRAND TOTAL (Subtotals 1 + 2 + 3) \$22,080.74

* If a multi-year project, expenses should be clearly differentiated between each year (e.g. Y1, Y2).

** If position hosted and managed under a McGill Department or Unit, consult with their HR staff or supervisors for the applicable salary rates. If position not hosted and managed under a McGill Department or Unit, see the SPF Guide to Budgeting for the Hourly Wages applicable to hiring under the SPF.

*** To indicate the one or many Funding Source(s) that will pay for the expenses, use their respective number as you listed under Revenues (SPF or other).

Thank you! After you save it to your files, you can now upload this form and any appendices on the SPF website to complete the application process. The SPF staff will contact your team within two weeks to provide feedback. Congratulations for applying to the SPF!



December 16, 2015

To Whom It May Concern:

The Redpath Museum's mission is to foster understanding and appreciation of the diversity of our biological, geological, and cultural heritage through scientific research, collections-based study, and education. As such, we offer Sunday programming for the public that include workshops, films, Nature Walks and Talks, and special events.

As Director of the Museum, I am pleased to provide this letter of support for "Where the Sidewalk Ends and Sustainability Begins". This project fits perfectly with our Nature Walks and Talks series, which aims to connect the public to nature in different ways and to stimulate discussion around those connections.

For its part, the Redpath Museum pledges to provide a classroom for this project to take place. In addition, we will provide the following **in-kind** contribution:

- ⌚ Overhead costs of office space for the coordinator: \$5,000
- ⌚ Salary for supervisory staff (Ingrid Birker): \$12,500

Following completion of the pilot project for McGill students, the Museum commits to offering the program to the general public as part of our Nature Walks and Talks series in 2017-2018.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Hans Larsson". The signature is fluid and cursive, with a long horizontal stroke at the end.

Hans Larsson
Professor and Director



McGill

**Faculty of Agricultural
and Environmental Sciences**

McGill University
Macdonald Campus

Department of Natural
Resource Sciences

**Faculté des sciences de
l'agriculture et de l'environnement**

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Québec, Canada H9X 3V9

December 17, 2015

To whom it may concern,

I am writing, as the Director of the Morgan Arboretum, in support of the Sustainability Projects Fund application entitled "Where the Sidewalk Ends and Self-Sufficiency Begins"

The Morgan Arboretum has a long history of offering training to students and the public about the natural world and the place of humanity in it. This has included training in outdoor skills, identification of plants, animals and other key features of nature, assessment of risks and emergency response. This history is very consistent with the activities proposed in the "Where the Sidewalk Ends and Self-Sufficiency Begins" project and we welcome the project to carry out some of its activities in the Arboretum. We believe that participants in the experiential workshops will benefit from the quality and diversity of the environments that can be found in the area. The Arboretum administration will be happy to assist the project with planning and logistical support when the need arises.

James W. Fyles
Professor and Chair
Director, Morgan Arboretum



Natural Resource Sciences
Macdonald Campus, McGill University
Ste. Anne-de-Bellevue, Quebec
H9X 3V9, Canada

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From: Dr Nicolas Kosoy
Assistant Professor
Co-Director McGill-United Nations Environment Programme (UNEP) Collaborating
Centre on Environmental Assessment

Support Letter to the project: Where the Sidewalk Ends and Self-Sufficiency Begins

January 5, 2016

To Whom it may concern

I, Nicolas Kosoy, assistant professor at McGill University support the project entitled *Where the Sidewalk Ends and Self-Sufficiency Begins* under the leadership of Ms Jacqueline Farrell. In my role as professor, I focus my teaching activities on economic theory, ecological economics and sustainability. I first heard about Ms Farrell's project at end last year when she described her project and discussed avenues for collaborating in some of my undergraduate courses. I consider that any successful student nowadays requires experiencing knowledge and acquiring skills inside and outside our classrooms. Ms Farrell's project is one of such initiatives that aim at promoting students and staff to learn together about ancestral living skills, sustainability and nature connection. The undergraduate level courses I coordinate at Macdonald Campus (ENVR 201 and ENVR 400) both focus on our role in enabling a sustainable relationship in nature. I consider that students registered in either courses will greatly benefit from this project. Therefore, Ms Farrell and I have agreed that in Fall 2016, undergraduate students taking ENVR 201 at Macdonald campus (Approx. 70 students) will engage with this project in two one and a half hour classes, with the first including a trip to the Arboretum and a second focusing on experiential learning. For more advanced environmental students also in Fall 2016 (Approx. 40 students/ENVR 400), Ms Farrell's project will provide one-three hour session on the connection with nature and lead a discussion on sustainability.

Lastly, let me re-iterate my support to project: *Where the Sidewalk Ends and Self-Sufficiency Begins* as this kind of initiatives provide an exciting and novel learning experience for our students at McGill University.

A handwritten signature in blue ink, appearing to be "N. Kosoy", written over a dotted line.



Where the Sidewalk Ends and Self-Sufficiency Begins

December 18 2015

To Whom it may concern:

I would like to add my support to the upcoming lunch-and-learning project proposed by Ingrid Berker and Jacqueline Farrell.

I am a regular at the STARS (Science Talks About Research for Staff), along with many admin staff members in the Biology department. The talks vary in level of expertise required, but are always interesting and informative. Ingrid is a superb host, and it is good to get away from our own little bubble and share a simple meal and some camaraderie with other McGill staffers. We always learn something, and benefit from the networking opportunity. Trees, food additives, composting at McGill, Alzheimer's, Astrophysics are among memorable topics covered.

The proposal for a new series, Where the Sidewalk Ends and Self-Sufficiency Begins, sounds as though it would be of great interest. In this day and age, many of us long to return to a simpler time, at least temporarily. To learn about foraging and producing natural products would greatly interest me, not to mention my daughter who already employs many of these practices. And of course to have a bite of lunch while learning is the cherry on top!

I'll look forward to participating in the upcoming lunch sessions, and the all-day finale at Mac campus sounds very appealing.

Best regards,

Nancy

Nancy Nelson | Undergraduate Advisor | Dept. of Biology | McGill University | 1205 Dr. Penfield Ave, Rm W3/25 | Montréal (Québec) H3A 1B1 | 514.398-4109 | nancy.nelson@mcgill.ca

<http://biology.mcgill.ca/undergrad/advising.html>



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December 18, 2015

To whom it may concern:

I have been attending the STARS talks since their inception and have both enjoyed them immensely and learned a great deal along the way. Making it all the more valuable is the fact that Ingrid has succeeded in selecting speakers from a varied spectrum of disciplines and I've listened to seminars that have taught me material about which I was largely ignorant.

Ingrid Birker and Jacqueline Farrell are now hoping to start a new series of workshops for McGill staff that is totally different from what is offered in STARS. Hands-on workshops teaching survival and self-sufficiency skills are something that will definitely draw me and I'm sure many others, including a segment of the McGill population that hadn't necessarily wanted to just sit through lunch and listen. These workshops will be providing practical knowledge and skills that I have often wished I had but never took the necessary steps to learn.

I'm extremely excited about the prospect of these workshops and sincerely hope that they become a reality sooner than later.

SUSAN

Susan Gabe | Undergraduate Coordinator | Biology Department | McGill University |
1205 Ave. Docteur Penfield, Montreal QC H3A 1B1 | 514.398.7045 | susan.gabe@mcgill.ca

Fall Survival Sundays: feedback from student survey showing interest in program

1) Question: How could we improve these workshops?

The workshops are really great already! Maybe a printed handout per session would help in remembering what we learned in the future. 12/11/2015 12:04 PM

more of them! 12/9/2015 5:10 PM

These were really cool. Thank you! Just offer more of them! All the topics seem so interesting. 2 hours seems like a good amount of time for learning a skill or two. Thank you so much! 12/8/2015 11:14 AM

They're awesome already! 12/1/2015 1:00 PM

They were great! I believe you said that there is no foraging allowed on Mt. Royal, but perhaps we could still go there (an area more natural than McGill's campus) to have edible species pointed out. This might be more practically applicable for "real world" foraging where most of the time you'd be in the woods/rural area. 12/1/2015 11:18 AM

It's great!!!!!! I love the workshops. 12/1/2015 9:50 AM

2) Question: If offered, would you participate in a one-hour lunchtime version of this program?

Answer Choices	Responses
– Yes	54.55% 6
– No	18.18% 2
– Maybe	27.27% 3
Total	11

Total answering Yes or Maybe: 82%

3) Feedback/testimonials

Survival Sundays was a fantastic way to escape from the daily grind of school for a while to learn something completely different and refreshing! I had a great time, and I'll definitely be back next semester. 12/11/2015 12:06 PM

Met some really awesome people and learned some really cool skills! Everyone I talk to about it thinks it's awesome! 12/1/2015 1:00 PM

I really enjoyed it! Cordage/carving was my favorite. 12/1/2015 11:18 AM