



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 The Right to Campus Toolkit

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

Our goal is to create three tool kits—each targeted towards a unique McGill audience: university authority figures, student leaders, and students. Each tool kit will consist of a series of unique elements, the end goal being that the totality will provide the information necessary to encourage an increasingly safe, engaged, and active McGill University.

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

Macdonald Downtown Gault Reserve Bellairs Research Institute Other (Specify): _____

Approximate Budget

Requested to the SPF
(\$): 23,994

Approximate Total Project

Budget (incl. other sources of
funding if applicable) (\$): 23,994

**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 (approx 100% of total SPF budget)

Indicate which of the following team members...

... will be in charge of monitoring the project's budget (maximum 1 person): Dina Al Shawwa

... will be the Project Lead (Project Lead will be the contact person for the SPF Staff): Arianne Kent

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 (read details about [SPF Evaluation Criteria #5](#) for more information)

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, LBGTQI, student parents, members of ethnic minorities, immigrants, people with disabilities).

1. Project Team Member

First Name & Last Name	Arianne Kent	Affiliation (select one)	Undergraduate (UG)
Phone (daytime; only put #)		Specify if Other	
Email	arianne.kent@mail.mcgill.ca	Faculty/Unit/Organization	Right to Campus McGill

2. Additional Project Team Member

First Name & Last Name	Dina Al Shawwa	Affiliation (select one)	Undergraduate (UG)
Phone (daytime; only put #s)		Specify if Other	
Email	dina.alshawwa@mail.mcgill.ca	Faculty/Unit/Organization	Right to Campus McGill

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 (select one)
Phone (daytime; only put #s)	Specify if Other
Email	Faculty/Unit/Organization

6. Additional Project Team Member

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

7. Additional Project Team Member

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

8. Additional Project Team Member

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

To list more members, fill a 2nd Cover Page form and save it separately. You may then e-mail it to [SPF Staff](#) directly, also specifying your project title.

OPTIONAL:

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

Represented marginalized communities: Women People of Colour Immigrants

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

Relevant link(s): (to website(s) or social media)

<https://www.facebook.com/riahttocampus/> and www.riahttocampus.com +

How did you learn about the SPF? (select one)

Through a Friend Specify if Other _____

Have you already been part of an SPF project in the past? Y N If yes, specify project(s): _____

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

All of 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 case 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 whose 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 aspect 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 confidence. Also note that, if your project is approved, the Project Lead and the person monitoring the project's budget will have to confirm in writing (through email or signing the document) 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 The Right to Campus Toolkit

Project Lead First & Last Name	Arianne Kent	Phone (daytime)	Email
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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](#), the [SPF Project Flow Diagram](#), and the [SPF Sustainability Brief](#). Read all questions first before starting answering them. Answer **exactly** what is being asked: go straight to the point and stay clear and succinct. If need be, you will have a chance to include additional 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 (you will have to remove all formatting in Word before pasting here). 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 Our aim is to create increased equity, as well as physical and social safety on and around McGill campus.

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 Our goal is to create three Toolkits—each targeted towards a unique McGill audience: university administration and authority figures/ entities, student leaders (in clubs and services), and students in general.

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)

We feel as though a gap exists in existing resources addressing the intersectional dimensions of equity and safety - there lacks tools for empowering McGill's population in promoting student equity and safety. Moreover, a lack of attention is being drawn to McGill's comprehensive resources that ultimately helps guide students through their university experience. Additionally, we believe there is a disconnect between students, university leaders and university officials with respect to safety strategies.

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

Our goal is to create three tool kits—each targeted towards a unique McGill audience: university administration and authority figures/ entities, student leaders, and students in general. In targeting the tool kits to unique audiences, we hope to increase their relevance and effectiveness. Each tool kit will consist of a series of unique elements, with the end goal being that the totality will provide the information necessary to encourage an increasingly safe, equitable, engaged, and active McGill University. The main categories each of the tool kits will cover consist of: events, awareness, activism, and resources. We will use both printed documents, as well as multimedia forms (i.e. short films, illustrations, and zines) in order to convey our message.

To summarize, the University Toolkit contains safety audits, orientation materials, short videos, and a glossary; the Student Leaders toolkit contains safety audits, short videos, a "how-to-be sustainably active zine", a "McGill/MTL resources guideline", and a glossary; and the Student Toolkit contains safety audits, short videos, a "how-to-be sustainably active" zine, a "Safety on campus" guideline, a "McGill/MTL resources" guideline, and a glossary.

It will address the above issue regarding the lack of existing resources addressing the intersectional dimensions of equity and safety in that it will become a powerful and lasting resource that can be widely applied throughout McGill. It will be used as a basis for events, awareness raising, activism, and resource seeking. Overall, we seek to promote a shift of McGill's culture towards an increasingly socially sustainable vision, and this will be accomplished through our toolkit and its educational basis that promotes connectivity.

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)

Our aim is to create increased equity within McGill structures, processes, and system, through heightening the awareness among the individuals occupying these spaces regarding issues of intersectional oppression, and the importance of sustainable activism and equity. Through providing educational material, we can propagate positive change within individuals tied to McGill through increasing awareness, promoting constructive discussion, as well as through providing tools for them to share their knowledge with others, and carry on a movement through McGill's culture of increased equity and safety through heightened connectivity. Overall, we aim to provide individuals with the tools necessary to create powerful and lasting change within McGill.



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Section B - Project Overview

4. What institutional and financial arrangements will make these impacts continue after SPF funding? (530 char.max.~80 words)

After SPF Funding, our project will no longer require financial arrangements, and it will continue to have impact in that it will be readily available for any McGill authority entity, student group, or individual student who desires to become more informed on sustainable activism, safety issues, and oppression. Moreover, through the institutional network of connections that Women in Cities International has, we aspire to bring our toolkit to other campuses, therefore increasing its reach, and broadening our audiences.

- 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)

Our project primarily addresses the social dimension of sustainability by creating a valuable long lasting resource that can help students maneuver spaces on campus. It promotes student activism and initiative by providing them with tools and resources to do so. The toolkit encourages collaboration amongst the different groups that the toolkit aims to address. In the example of the safety audit: it provides a platform for students to provide their feedback on their perceptions of safety on campus. Implicit in this tool is community engagement, belonging and accessibility - since it prioritizes students voices with respect to safety on campus. And allows university leaders and universities to better understand students/wants needs in order to better respond to those demands. It largely encourages wellness and health since safety is one of its primary focuses, and shares knowledge across the university because of all of its resources.

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

Our project will be executed/managed sustainably ensuring that we operate within a safe and equitable space, in highlighting the values of belonging and accessibility in our practices and leadership/project management strategies. We will work to highlight the importance of collaboration and community engagement through our partnerships with other McGill entities. Moreover, we will be reducing our materials and energy use, for example, through printing our toolkit in minimal quantities with recycled materials.

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)

Our toolkit concretely contributes to the "Education" category of Vision 2020 in that it directly provides educational materials and resources that help create a more socially equitable and safe environment on campus by promoting student awareness. Additionally, it promotes more equitable and sustainable leadership and activism on campus through the guidelines provided. Last, it equips students with the materials in order to actively provide feedback and connect to university officials/leaders to better create a space for the students by the student.



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- 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)**

Our project relates in part to the SSMU Student Handbook-- a comprehensive guide for students which offers a thorough guide to resources at McGill and in Montreal. However, it intends to build off this through providing a larger focus on intersectionality, equity, activism, awareness raising, and safety. Largely, the goal of our toolkit differs from that of the SSMU Student Handbook in that our aim is to promote action and discourse through education-- working to change the McGill culture, rather than instructing students on how to move within the pre-existing McGill culture.

- 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 Project Plan, you will be asked to indicate your final key partners 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 these key partners (e.g. support letters, emails).

We will be approaching McGill's Union for Gender Empowerment (UGE), the Social Equity and Diversity Education Office (SEDE), the Sexual Assault Centre of the McGill Students' Society (SACOMSS), Walksafe, Drivesafe, Security Services, as well as various GSFS Professors (to be determined).

- 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 learned the importance of fostering collaborations with diverse entities and individuals in order to bring unique perspectives and insights to our projects (for example, in planning our film screening and art show). In order to facilitate this, we have learned that it is best to maintain constant communication, while as well meeting in person on a semi-regular basis. We plan to make use of this knowledge in order to make the most use possible of our collaborations for this project, as many of the entities we have partnered with have vast experience in issues pertaining to equity, human rights, activism, and gendered issues.

- 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 relevant to the SPF mandate? (530 char. max. ~80 words)**

Our toolkit aspires to create a positive change in McGill's student culture in promoting sustainability through empowerment and equity, with the end-goal of social justice. Our project is specifically relevant to the SPF mandate in that it encourages education, personal and professional development, the translation of knowledge from the classroom to day-to-day life, as well as collaboration between various and dynamic entities at McGill, comprising a range of abilities and intelligences.

- 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)**

We plan to apply to McGill's Student Services Innovation Fund to fund the printing of our tool kit, in order to distribute it to McGill university administration and authority figures/ entities, student leaders, and students. We hope to as well use additional funding to host a workshop in the fall of 2017 for McGill university administration and authority figures/ entities, student leaders, and interested students to present our toolkit's functions and applicability. We will be requesting approximately \$3000.00.

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 Right to Campus Toolkit

Project Lead Arianne Kent **Phone** (daytime) _____ **Email** arianne.kent@mail.mcgill.ca
First & Last Name

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 Our aim is to create increased equity, as well as physical and social safety on and around McGill campus.

As indicated in your Section B - Project Overview.

Project Goal Our goal is to create three Toolkits—each targeted towards a unique McGill audience: university administration and authority figures/ entities, student leaders (in clubs and services), and students in general.

As indicated in your Section B - Project Overview.

1. List 1 to 3 main impacts you expect/wish to have with your project - these must relate to the above Vision and Goal:

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	Increasing interconnectivity between McGill students, student groups, and university administration through fostering the sharing of knowledge.
B	Providing educational materials to individuals, student groups, and university administrative groups in order to propagate and nondiscriminatory, safe, and equitable McGill culture.
C	Create a physically safer McGill campus.

2. List 4 to 7 of your objectives to reach the above impacts with your project. 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) - also indicate targeted numbers for each (85 char. max. ~15 words) (ignore the circles for now)	
1	Other	Hold individual consultations with clubs/services/ admin to customize Toolkit to their needs throughout Summer 2017.	A, B	Minimum of 15 clubs/ services/ admins consulted.	<input type="radio"/>
2	Monitoring	Demonstrate understanding and usage of Toolkit through 80% successful survey results, completed by December '17/ April '18	A,B	Creation and distribution of a survey (end of Fall 2017/ Winter 2018) to users.	<input type="radio"/>
3	Outreach	McGill clubs/services/ administration make use of Toolkit for 2 years minimum.	A	Minimum of 15 McGill clubs/services/ admin integrate Toolkit into functionings.	<input type="radio"/>
4	Other	Increase awareness concerning safety issues on and around campus during the 2017/2018 academic year.	C	Holding 3 safety-related events on campus with 20 participants each, before April '18	<input type="radio"/>
5	Other	Create educational and resource materials for McGill entities to promote a safe and equitable McGill culture by Sept. '18.	B, C	Successful creation of all 8 elements of Toolkit materials (See appendix).	<input type="radio"/>
6	Other	Create partnership with 9 McGill clubs, services, and administrators to facilitate knowledge sharing, by April 2017.	A	9 partnerships formed on the basis of advising for the toolkit and event collabs.	<input type="radio"/>
7	Other				<input type="radio"/>



3. List the 4 to 7 most important activities that you need to conduct to reach the objectives you listed before. 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) - also indicate targeted numbers for each (85 char. max. ~15 words) (ignore the circles for now)	
Hold partnership meetings to be advised during process of Toolkit creation.	6	Knowledge sharing	3 meetings with our collabs (summer) to share knowledge about Toolkit creation.	<input checked="" type="radio"/>
Hold a launch-event in Fall 2017 to present the Toolkit's usages and the methods of integrating it onto campus.	2,5, 6	Fostering collaborations	8 clubs and services and 2 professors formally agree to use the toolkit.	<input type="radio"/>
Hold toolkit training workshops throughout the year (targeted towards clubs, services, and administrators).	2, 5, 6	Toolkit education	Hold 2 workshops to instruct interested entities about how to use the Toolkit.	<input type="radio"/>
Disseminate survey on usage and understanding of the toolkit to be completed after training workshops/ launch event.	1	Generate data	80% positive results concerning understanding of Toolkit and usage.	<input type="radio"/>
Right to Campus hosts 3 events/workshops on and around campus to use the contents and promote the Toolkit.	2, 4	Hosting of 3 events	3 McGill groups advertise and attend the events, 20 student participate.	<input checked="" type="radio"/>
Facilitate student groups handing their feedback from Toolkit usage to the related administrative entity.	2, 3, 4	Submission of 2 reports	Submission of feedback from 8 entities to university administration.	<input checked="" type="radio"/>
				<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.)

In sum, after completing the Toolkit we will hold a launch-event in order to advertise and discuss the Toolkit. We will seek collaborations with various McGill entities to ensure the Toolkit is used on campus. We will as well host 2 Toolkit workshops instructing interested entities (clubs, services, administrators) on how to make use of the Toolkit. After the launch-event and workshops we will distribute a survey to collect data concerning participants' understanding of Toolkit usage. Right to Campus will host 3 events through the 2017-2018 academic year, all of which use the Toolkit. Finally, in the toolkit will be a feedback template for the group or individual using it to fill out (with information generated from toolkit usage) and hand back to university administration.

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 for another that seems more pertinent to the SPF or to the University sustainability reporting. Note that, in addition to these three indicators, you will be asked to track four other generic ones that will be specified in the Award Letter.

You will be required to indicate progress towards your final 7 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)
The project being perceived as a mechanism to silence individuals	Highlighting importance of informed activism and allyship
The Toolkit not being used in the long-term.	Continue to foster collaborations/ update Toolkit contents

If needed, list additional Main Risks in a separate appendix.



the Sustainability Projects Fund

Sustainability Projects Fund (SPF)
McGill Office of Sustainability (MOOS)
1010 Sherbrooke St West, Suite 1200
Montreal, Quebec H3A 2R7



Fonds des projets durables
Bureau du développement durable
1010, rue Sherbrooke Ouest, bur. 1200
Montréal (Québec) H3A 2R7

6. List the 3 to 10 stakeholders/partners on/off McGill campus(es) that will be involved with and/or impacted by your project, and indicate their respective role in your project. If your project team (as presented on Section A - Cover Page) does not include a student member or a faculty or administrative staff member, please make sure to have this group represented as part of your stakeholders/partners to better align with SPF Evaluation Criterion #5.

Stakeholder's Name(s)	Affiliation	Role in the project	Confirmed support/participation
Aleksanda Djurdjevic	Campus Life and Engagement	Collaborator: distribute, edit/offer insight	Yes
Veronica Amberg, Parker Finley	SEDE	Collaborator: will distribute, edit/ offer insight	Yes
Dani Arellano	WalkSafe McGill	Collaborator: will edit/ offer insight	Yes
Chloe Rourke, Tamara Cassis	Wellness McGill	Collaborator: will edit/ offer insight	Yes
Bianca Tetrault	Consent McGill	Collaborator: will edit/ offer insight	Yes
Marianne	Health Promotion McGill	Collaborator: will distribute, edit/ offer insight	Yes
Kathryn Travers	Women in Cities International	Collaborator: will distribute, edit/ offer insight	Yes
Monika Noble	Union for Gender Empowerment	Collaborator: will distribute, edit/ offer insight	Yes
Rasha Rashid	SACOMSS	Collaborator: will edit/ offer insight	No

- 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) and Time (initials + if paid, estimated # of hours to do task)	Start Date	End Date
Research for contents of Toolkits		(AK+DA, paid, 132)	May 1, 2017	May 31, 2017
Create Toolkit contents		(AK+DA, paid, 264)(Collabs, unpaid, 2 hrs)	June 1, 2017	July 31, 2017
Correct & Finalize Contents		(AK+DA, paid, 132)(Collabs,unpaid, 5 hrs)	Aug 1, 2017	Aug 31, 2017
Produce Films		FP, paid, 180 hrs	May 1, 2017	July 31, 2017
Design Toolkit		GD, paid, 75 hrs	Aug 1, 2017	Aug 31, 2017
Send Toolkit for printing		AK+DA, unpaid, 3 hrs	Sept 1, 2017	Sept 31, 2017
Promotion through social media		(AK+DA, unpaid, 3 hrs)(Collabs, unpaid,3)	Sept 1, 2017	Sept 31, 2017
Organize and hold launch-event		AK+DA, unpaid, 30 hrs	Sept 1, 2017	Sept 31, 2017
Administer survey about Toolkit Usage		AK+DA, unpaid, 30 hrs	Dec 1, 2017	April 31, 2018
Generate student-opinion reports from events		AK+DA, unpaid, 30 hrs	Dec 1, 2017	April 31, 2018

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

Ariane Kent and Dina Al Shawwa are only receiving a salary for the production of the Toolkit. After produced (after August 31st), all work done pertaining to the Toolkit will be unpaid. Additionally, "Collabs" stands for our collaborators. All will be asked to participate to some extent in supporting us through the creation of the contents (minimum support), and then the correcting and finalizing of the contents (moderate support). The "2 hrs" and "5 hr" means a contribution of 5 hours per collaborating entity.

- ADDITIONAL INFORMATION -

Qualifications: If applicable, a List of Tasks for each position to be funded and the CVs of those to be employed in the project are attached:

List of appendices, if any (maximum 7 pages of appendices, excluding CVs, but including List(s) of Tasks for all positions to be funded):

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	Toolkit Components	1
2	Description of each Tool	2
3	Portfolio	2
4	Endorsement Template	1
5	Endorsements	1
6	Job Descriptions	1
7		

- 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 [suggested 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.
Reminder: For McGill department/unit's financial contributions, make sure to include a letter from its Financial/Budget Officer confirming contribution in appendix.
Note that this contribution will also need to be confirmed at the end of the project.

(A) Funding Source(s)	(B) Amount (\$)	(C) Status
1. Sustainability Projects Fund (SPF)	\$23,994.00	Unconfirmed
2.		
3.		
4.		
REVENUES GRAND TOTAL - add all (B)		\$23,994.00

EXPENSES

1. Salaries & Wages (only if applicable)

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

(A) Position Title	(B) ~# of Hours per Week	(C) ~# of Weeks	(D) Hourly Wage* (\$)	(E) Subtotal (\$) (B x C x D)	(F) 20% Benefits	(G) Total Cost (\$) (E x F)	(H) Funding Source(s)**
Project Coordinator	33	16	\$13.75	\$7,260.00	1.2	\$8,712.00	SPF
Project Coordinator	33	16	\$13.75	\$7,260.00	1.2	\$8,712.00	SPF
					1.2		
					1.2		
Expenses Subtotal 1 - add all (G)							\$17,424.00

Do you already have a specific person in mind for filling the above position(s)?

Y N

Do you have a personal and/or professional affiliation with the above position(s)?

Y N

If you answered 'Y' to one or both of the above questions, please disclose:

The graphic designer has yet to filled, they will either be affiliated with Campus Life and Engagement or Women in Cities International (Professional Affiliation). The Film Producer/ Editor is a colleague who we have worked with in the past.

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) Item Description (inputs)	(B) # of Units	(C) Unit Cost (\$)	(D) Total Cost (\$) (B x C)	(E) Funding Sources**
Printing Toolkit	50	\$50.00	\$2,500.00	SPF
Catering Launch-event	1	\$500.00	\$500.00	SPF
Graphic Designer (GD)	1	\$1,050.00	\$1,050.00	SPF
Film Producer (FP)	1	\$2,520.00	\$2,520.00	SPF
Expenses Subtotal 2 - add all (D)				\$6,570.00

* See the [SPE Guide to Budgeting](#) for the conditions and Hourly Wages applicable to hiring under the SPE.

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

Appendix 1

Toolkit Components

GOAL: The creation of a Right to Campus toolkit which can be used by university administration, students, and student groups in order to foster education in becoming sustainably active on campus to ensure McGill's campus remains an equitable and safe space for all. Essentially, the toolkits will serve as a resource to be consulted by the given audience in situations such as event planning, addressing safety concerns, and becoming a student activist in a productive and safe manner, with it as well serving to provide baseline knowledge concerning rights and responsibilities, safety, and key social issues.

Importantly, this toolkit will draw knowledge from a variety of McGill entities in order to create a unified vision of what it means to be sustainably active at McGill and cooperatively work towards an increasingly safe, equitable, engaged, and active campus.

University Administration

- Safety Audits
- Training Materials
- Short Film Series
- Zine: Being Socially Sustainable
- Glossary

Student Leaders

- Safety Audits
- Training Materials
- Short Film Series
- Zine: Being Socially Sustainable
- Zine: How to be Sustainably Active
- Resource Guide
- Glossary

Students

- Safety Audits
- Short Film Series
- Zine: Being Socially Sustainable
- Zine: How to be Sustainably Active
- *Guide to Safety on and Around Campus*
- Resource Guide
- Glossary

Appendix 2

Description of each Tool

Safety Audits

- Information concerning our safety audit method including how to conduct them and the benefits
- The content will be developed by RTC, while a graphic designer will work to develop the visuals
- Will be printed (approximately 2 pages double-sided) and offered on our website.

Training Materials

- Training materials, similar to those created for Orientation Leader training
- To be used when training any individual working with students on campus
- Includes topics such as intersectionality, equity, creating safe shared spaces...
- The content will be developed by RTC, while a graphic designer will work to develop the visuals
- Will be printed (approximately 3 pages double-sided) and offered on our website.

Short Film Series

- A short film series consisting of 3 films, that can be used as educational/ training material, complementary to the slideshow training material
- Each film will be between 3 and 4 minutes long
- The three films are as follows:
 - Intersectionality film: Define intersectional & discuss how experiences differ based on positionality/social identity
 - Space film: Talks about the ways in which intersecting identities occupy and navigate space differently
 - Gender based violence (GBV) and Safety: Define gender based violence and safety. This will be tied back to space and intersectionality films where GBV and safety determine perceptions of safety, such that perceptions of safety are determined by our intersections/experiences with space
- The content will be developed by RTC, while the film producer will work to develop the visuals
- Films will be available on our website.

Zine: Being Socially Sustainable

- A zine (short, illustrated magazine or pamphlet) that details how to create a socially sustainable campus
- Topics to be determined-- we will reach out to clubs and services to ask them what they believe is overlooked on campus and what needs to be done to increase social sustainability.
- The content will be developed by RTC and collaborators, while a graphic designer will work to develop the visuals
- Will be printed (approximately 8 pages double-sided) and offered on our website.

Zine: How to be Sustainably Active

- A zine (short, illustrated magazine or pamphlet) that details how to be sustainably active on campus
- With a focus on activism, this guide will include topics such as the importance of collaborations and cooperation, alternative forms of activism, roadblocks to activism + solutions, ideas to take action, how to ensure accessibility, how to environmentally sustainable in one's activism, and resources to take action.
- The content will be developed by RTC, while a graphic designer will work to develop the visuals
- Will be printed (approximately 8 pages double-sided) and offered on our website.

Glossary

- A comprehensive list of definitions and key concepts pertaining to social inclusion, equity, sustainability, activism, intersectionality, positionality, identity...
- The content will be developed by RTC, while a graphic designer will work to develop the visuals
- Will be printed (approximately 2 pages double-sided) and offered on our website.

Resource Guide

- This guide will serve as a comprehensive list of McGill resources, including their function and contact information.
- It will as well include a list of relevant external resources in Montreal
- The purpose of this will be to aid in empowering students through ensuring they have their needs met
- Moreover, our hope is that this guide will aid in fostering collaborations and partnerships, therefore facilitating the exchange of knowledge and skills
- The content will be developed by RTC, while a graphic designer from CLE will work to develop the visuals
- Will be printed (approximately 4 pages double-sided) and offered on our website.

Guide to Safety on and Around Campus

- The guide will serve students by providing detailed safety related information concerning on and around McGill
- it will include resources such as:
 - Refer to Night Route Map
 - Emergency numbers
 - What to do in emergency situations
 - Active bystanding
 - Promote the use of Safetipin
- It will as well include information concerning the app “Saeftipin”—an app used to map safety related incidents in public spaces, in order to make the information accessible to everyone through a shared program
- The content will be developed by RTC and Campus Security, while a graphic designer will work to develop the visuals
- Will be printed (approximately 6 pages double-sided) and offered on our website.
- ** All materials will be reviewed and edited alongside our collaborators **

Appendix 3

Portfolio

Frosh Materials



The collage includes several images and text snippets related to Frosh Week:

- A red-bordered box titled "MAKING FROSH SPACES INCLUSIVE ENVIRONMENTS". It contains a bulleted list:
 - No one person has exclusive ownership of a space, and **spaces must include everyone**
 - A space is organized with the intention to include everyone, but each person has the right to occupy that space in their own way
 - A physical space can impact the **level of stress** that students feel, and the degree to which they **feel connected** to others
 - Coordinators plan to organize spaces that can include everyone, but the way that the Leaders occupy these spaces will directly influence the Froshies experience.
- A small image of a group of people with the text "McGILL ORIENTATION WEEK" at the bottom.
- A red-bordered box titled "LEADER TRAINING". It contains:
 - Froshies; 4,000+
 - Frosh Leaders; 800
 - Coordinators; 80A diagram shows three concentric circles with arrows pointing from the outer circle to the inner circle, representing the hierarchy of roles.
- A small image of a group of people with the text "McGILL ORIENTATION WEEK" at the bottom.

Research

Determining student's safety perceptions on/around McGill's Downtown Campus based on elements of the built environment, and understanding the role of the Civil Engineering profession in determining those perceptions by Dina Al Shawwa (supervised by Professor Susan Gaskin).

Abstract

In the existing literature, safety perceptions, social identities, and the built environment have been thoroughly researched. Moreover, in 1993, campus-wide audits were undertaken at McGill. Currently and in the past, McGill has tackled safety through several preventative and mitigative measures. This paper addresses the gap in understanding the ways in which people having intersections of social identities perceive safety within their behavioural trends, and the gap, which is the exclusion of the civil engineering field from the discussion. I hope to understand the ways in which students of differing social identities perceive safety on and around campus, through the use of a participatory tool, women's safety audits, adapted for the purposes of this project. The key finding is that McGill as a campus is generally perceived to be safe, however, there are five aspects that can diminish the perceived safety. The five factors are: lighting, the presence of other people, familiarity of McGill's campus, location with respect to McGill's campus, and the current atmosphere in light of recent incidents in the upper part of campus. Additionally, auditors identified the following elements of the built environment to be of highest importance: lighting, visibility, maintenance, and sightlines.

Female Student Perceptions and Experiences of Safety at McGill by Arianne Kent (supervised by Elaine Weiner)

Abstract

The purpose of this research was to bring awareness to increasingly subversive forms of gender-based violence occurring at and around McGill, in order to contribute to an ongoing process of ameliorating female safety on and around campus. This research project consisted of two focus groups targeted towards McGill students. Through data analysis, four key themes emerged concerning women's perceptions and experiences of safety and safety threats. First, there was extensive talk regarding the generalized presence of gendered environmental microaggressions in public spaces. Owing to the scope and vast presence of microaggressions, a further theme emerged concerning the female participants' practice of rationalizing their safety as means to cope with perception of constant threats to their safety. In consequence, it was observed that the female participants controlled specific behaviours and limited their personal mobility. Cumulatively, it can be seen how the female participants engaged extensively in psychological labour, in that they were constantly vigilant against the threat of gender-based violence. Further research ought to be done in this subject area, however with the inclusion of individuals with increasingly diverse positionalities.

Safety Audit Checklist

Please fill in the following information																				
<ul style="list-style-type: none">▪ What is your name?▪ What time is it?▪ What is the weather like?																				
Instructions <ul style="list-style-type: none">▪ Assign a stop number to a location you would like to audit▪ Number that stop on the map▪ Number that stop on Table 1▪ Accordingly, fill in the columns<ul style="list-style-type: none">◦ Fill in comments and findings according to the questions◦ Rate the stop from 1-5 following the rating guidelines▪ Rating Guideline<ul style="list-style-type: none">1 – Makes me feel fearful for my safety and well-being2 – Makes me feel very unsafe and scared3 – Feels neither safe or unsafe4 – Feels safe5 – Makes me feel very safe and secure ~ I like to be in this space▪ Last, fill out the questions on this page – these are separate from the walk																				
How do the following elements affect your perception of safety? <table border="1"><tr><td>Lighting</td><td>Sightlines</td><td>Signage</td></tr><tr><td></td><td></td><td></td></tr><tr><td>Maintenance</td><td>Social use of the space</td><td>Access to security</td></tr><tr><td></td><td></td><td></td></tr><tr><td>Visibility</td><td>Accessibility</td><td></td></tr><tr><td></td><td></td><td></td></tr></table>			Lighting	Sightlines	Signage				Maintenance	Social use of the space	Access to security				Visibility	Accessibility				
Lighting	Sightlines	Signage																		
Maintenance	Social use of the space	Access to security																		
Visibility	Accessibility																			
ADDITIONAL COMMENTS:	In the past, have you felt safe or unsafe in this environment? Would you like to share your experiences with me?																			
Do you have any feedback? (It can be about the walk, checklist, briefing session, facilitator, etc.)																				

Table 1 Stop number []	Comments and findings	Rate
Describe the stop/location you chose to audit		
Lighting Are they working? Are they distributed evenly? Do they light pedestrian ways?		
Sightlines How far ahead can you see? Are there any obstructions ahead? Does this impact your perception of safety?		
Signage Maps, directions etc. Is there a map located nearby? Is it legible? Can someone who may require visual aid use this map? Are there clear signs indicating where you are? Are signs for buildings, streets or public phones (if any) clear?		
Maintenance Garbage, graffiti, construction etc. Is the infrastructure being maintained? Are paths being maintained? Are there rubbish bins? Describe the construction? Are the signs and maps well maintained?		
Social use of the space Are there a lot of people around? Are there groups who use the street that make you feel unsafe? What is the gender balance like?		
Access to security Access to help in any emergency phones? Any visible policing?		
Visibility Do surrounding buildings provide informal surveillance (shops or restaurants with large windows, housing/offices with balconies)? Is there a lot of construction around?		
Accessibility Are there paths for you to walk along? Are they wide enough? Are there obstructions or large cracks? Are paths accessible for people with disabilities or prams? Are there stairs or ramps or elevators?		

Appendix 4

Endorsement Template

Women in Cities International is a non-profit based out of Montreal that works to promote female inclusion and safety in urban environments, both locally, as well as internationally. WICI places emphasis on urban planning, governance, research, and education. It creates lasting social change and works to empower women through extensive collaboration with local entities and stakeholders, as well as through giving precedence to the context of various social issues such as gender based violence, safety within cities, and gendered economic disempowerments.

The Right to Campus Campaign is organized and implemented by Women in Cities International (WICI), an international non-profit based in Montreal, Canada, with extensive experience in action-based research focused on the empowerment, safety, and inclusion of women and girls in urban settings. *Right to Campus* is based on the concept of “right to the city”, first discussed in sociologist Henri Lefebvre’s 1968 book, *Le Droit à la Ville*. Through this lens, having a right to a public space is about more than just the right to being physically present in the space, but as well a right to engage and interact with the space in a secure and equitable manner.

Our goal is to create three tool kits—each targeted towards a unique McGill audience: university administration and authority figures/ entities, student leaders, and students in general. In targeting the tool kits to unique audiences, we hope to increase their relevance and effectiveness. Each tool kit will consist of a series of unique tools, with the end goal being that the totality of these tools will provide the information necessary to encourage an increasingly safe, equitable, engaged, and active McGill University.

If you wish to endorse this project, please elaborate on the reasons you support the toolkit, and your role throughout the course of its development (Approx. 100 words)

Organization: _____

Date: _____

Signature: _____

Appendix 5

Endorsements

Organization: WalkSafe

Date: 23rd January 2017

We in Walksafe feel this project has a meaningful message and useful purpose. It will bring light to different issues happening around McGill and ways to solve them. The fact that the toolkits will be tailored to their audience will also make the ideas in the message clear to the audience. We at Walksafe are willing to provide our business cards for the toolkits and will also answer any question/ survey regarding our opinion about the topics covered in the toolkit.

Organization: Campus Life & Engagement

Date: 27th January 2017

On behalf of Campus Life & Engagement, I, Aleks Djurdjevic endorse the Right to Campus toolkit for its relevance in creating a safer McGill University campus. As a McGill alumni and current Project Development employee specializing in Student Life, I understand the importance of delivering student-centered content that with tangible strategies that upholds McGill University values. From my experience collaborating with Right to Campus on McGill Orientation Week content, I am confident that they have the experience and vision to uphold McGill values, and produce content that will encourage students to promote and model a safer McGill Campus.

Organization: The Union for Gender Empowerment

Date: 27th January 2017

The Union for Gender Empowerment wholeheartedly supports Right to Campus in their endeavour to create their toolkits. The goal of making McGill's campus' a safer, more inclusive and equitable space is much needed, and their toolkits have the potential to help do that. We also strongly support the idea of creating three unique kits, each targeted at a separate audience. By personalizing them to the audiences, the information will be more relevant and more likely to effect change. Throughout this process the UGE will help review the toolkits, combine information, and support Right to Campus in pursuing their goals.

Appendix 6

Job Description

Employee	Job Title	Job Description	Tasks
	Project Coordinator	The project coordinator is in charge of the scope of the project, completion of the project deliverables, and completion of their required tasks.	<ul style="list-style-type: none"> • Outline and detail the scope of the Toolkit • Create a timeline for Toolkit deliverables and completion • Ensure that the Toolkit is completed in a timely manner • Research the Toolkit's contents • Create the Toolkit content • Meet with collaborators for feedback and modify the Toolkit accordingly • Meet with collaborators to understand individual organizational needs • Personalize the Toolkit to individual campus organizations and entities • Delegate tasks to other employees • Attend follow-up meetings with the supervisor to ensure that the project is on track
	Project coordinator	See above	See above
	Film producer	The film producer is in charge of the production of the mini-film series in cooperation with the project coordinators.	<ul style="list-style-type: none"> • Create film content • Create film script • Produce mini-film series according to timeline • Attend follow-up meetings with project coordinators for feedback and modifications • Attend follow-up meetings with supervisor for feedback and modifications
Undecided	Graphic Designer	The graphic designer will be responsible for the creation of all visual content for all the Toolkit components (except for the film producer).	<ul style="list-style-type: none"> • Design the overall layout for each Toolkit component • Formatting the content of each Toolkit component • Designing all visual content such as logos, cover pages, and graphics
	Project Supervisor	The project supervisor is in charge of ensuring that the project is meeting its desired goals.	<ul style="list-style-type: none"> • Supervising the Project Coordinators, Graphic Designer, and Film Producer • Overseeing projects functioning and progress • Attend follow-up meetings with the team • Provide feedback on Toolkit components • Ensure that Toolkit components are satisfying the projects goals