



COMMUNITY ENGAGEMENT DAY

FINAL REPORT 2012





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Please note that this report was submitted to the Social Equity and Diversity Education Office (SEDE) and the Sustainability Projects Fund (SPF) on behalf of Pamela Fillion and Max Halparin (Project Coordinators).



1. WHAT WE SET OUT TO DO

1.1. Seedling Idea(s)

The impetus for Community Engagement Day came from a recognition of the growing and multi-sited focus on community engagement across McGill. For example:

- (1) the Principal's Task Force on Diversity, Excellence and Community Engagement,
- (2) submissions such as Connexion McGill for an outreach and access program,
- (3) the establishment of working groups on McGill's service mandate for ASAP 2012,
- (4) the establishment and work of Vision 2020,
- (5) the establishing of the SSMU Community Engagement Committee (CEC),
- (6) the development of community-based learning programs such as Community Action Toolkit,
- (7) and the hosting of multi-stakeholder dialogues on community engagement (SEDE).

The SEDE Community Engagement Coordinator (Anurag Dhir) and the chair of SSMU's CEC (Science Senator Max Luke) worked together to address some of the main issues raised by stakeholders across campus in terms of helping to foster the culture of community engagement at McGill. Inspired by the idea of service days held at other Universities such as Harvard, SFU, Purdue, Brown, Yale and John Hopkins, Mr. Dhir and Mr. Luke submitted a proposal to McGill's Social Sustainability Fund for Community Engagement Day and established a partnership with the Social Equity and Diversity Education Office for the project.



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1.2. SPF Proposal: Social Sustainability and Community Engagement

1.2.1. Original Proposal

The original proposal included the following project summary:

“Community Engagement Day(CED) is a joint student-staff initiative that aims to have the McGill Community partaking in group activities throughout the Montreal community for one day. The purpose of the activities, and indeed the purpose of the Day, is to address social needs and to celebrate McGill’s participation in the Montreal community. CED is also an opportunity for participants to both learn from and give back to the community. CED will be a celebration of existing community engagement initiatives in that, to as much an extent as possible, it will be connected to pre-existing initiatives at McGill. Furthermore, CED will unite students, faculty, administrative staff, and alumni. The tentative date for Community Engagement Day is October 5, 2012.”

The proposal included letters of support from:

- *Office of the Dean of Students*: The Dean of Students (Jane Everett) and Associate Dean of Students (Linda Starkey)
- *McGill Association of University Teachers(MAUT)*: Dr. Edith Zorychta brought the Community Engagement Day proposal to MAUT Council, which unanimously approved the initiative
- *Ronald Critchley*, President of McGill University Non-Academic Staff Association (MUNASA)
- *Heather Munroe-Blum*, Principal and Vice-Chancellor of McGill University
- *Office of the Deputy Provost*: Morton Mendelson (Deputy Provost – Student Life and Learning)
- *First-Year Office*: Joan Butterworth
- *Lydia White*, Associate Provost (Policies, Procedures, & Equity)

During the time during which this proposal was being revised by the SPF, two coordinators were hired to begin work on Community Engagement Day. This was made possible by funds from the CEC and the partnership with SEDE. (Section 1.3) SEDE’s mission:

“The Social Equity and Diversity Education (SEDE) Office provides information, education and training to all areas of the University in order to cultivate a respectful, diverse and supportive campus. Through innovative practices, strategic partnerships and capacity building, we promote the development of inclusive, sustainable, and equitable environments within our communities. By connecting with local and regional organizations, SEDE also provides McGill’s students and staff with community-based learning experiences that foster leadership, encourage civic engagement, and promote a deeper understanding of diversity. At the same time, via outreach initiatives, SEDE seeks to further McGill’s stated objective of increasing and improving access for underrepresented groups.”



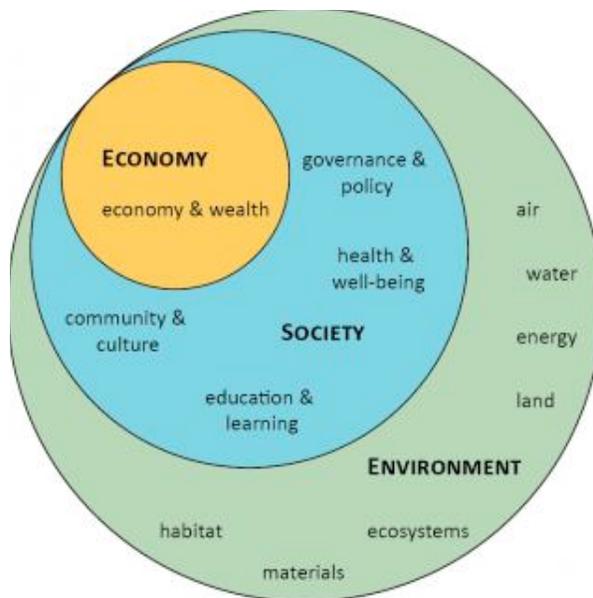
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1.2.2 Additional Proposal

An additional proposal was sent, this time by the newly hired coordinators, to answer some questions from the SPF committee. Notably, on the question of social sustainability and Community Engagement Day:

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



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

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



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address inequality issues. Thus, **community engagement is a direct way to promote and foster social sustainability.**

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

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

The event itself is being built with a sustainable framework. CED is not intended as a "one-off" event but rather the entry point and celebration for a broader culture of community engagement at McGill. One of CED's main goals is to create and strengthen links between the McGill community and the Montreal community. Relationships between participants and organizations/initiatives will be sustained through the website, the CED coordinators, and follow-up events. Part of CED consists in centralizing and making visible the community engagement initiatives that already exist on campus, thus facilitating communication between these groups as well as developing an institutional memory for these initiatives. Extending CED past the main activity day is also incorporated into event planning: there will be a pre-event registration fair approximately one month before the event, as well as a follow-up community dinner where participants come together again to build upon the experience of the day.

CED will provide a medium through which McGill students, staff, and alumni can participate in on-going initiatives while sparking new McGill-Montreal community partnerships. This will lead participants to engage in subsequent activities with the aim to achieve more just, equitable, and sustainable communities. CED wishes to participate in creating a community of sustainability at McGill by institutionalizing and cultivating community engagement within the McGill community at all levels."



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1.3. Coordinators

Pamela Fillion - Project Coordinator

Pamela Fillion is a recent alumnus of McGill with a Bachelors of Arts (Anthropology and English). Her community engagement at McGill began with writing for student newspapers (Tribune and Daily), leading Discover McGill, Frosh and Rad Frosh, being PR Coordinator for Gorilla Composting, and writing for Journalists for Human Rights. Later in her undergrad, she co-founded and coordinated KANATA, McGill's Indigenous Studies Community, was VP National for Borderless World Volunteers, was an Apathy is Boring volunteer, an Eagle Spirit High Performance Camp Monitor, and Co-Administrator of Queer McGill. Pamela also regularly volunteers for the Fantasia Film Festival, the Folk Festival on the Canal, and the Cineclub Flim Society, for which she helped build a collective film archive. Currently, she is an MA Candidate at Concordia University in Social and Cultural Anthropology and assisting for courses such as ANTH 303: Indigenous Resurgence.



Max Halparin - Communications Coordinator

Max graduated from McGill with a BA in Geography in 2010. Early on, he began writing and editing at the McGill Daily newspaper, covering many environmental and social issues on campus and in Montreal. Later, he co-coordinated the second annual McGill Farmers' Market in an effort to improve the downtown campus's connection to local food producers. After graduating, Max honed his French in preparation for an internship at the Corporation de développement communautaire de la Pointe in Pointe-aux-Trembles, and continued to volunteer with two groups housed in the student union building: teaching bike repair at The Flat bike workshop, and facilitating discussions with youth through the Outreach branch of SACOMSS (the Sexual Assault Centre of the McGill Students' Society). Max has also interned as a blogger and fact-checker at Maisonneuve Magazine and with Santropol Roulant's urban agriculture team. Currently, he is working in geographic information systems (GIS) with the nonprofit Commission for Environmental Cooperation and working on numerous bicycle advocacy projects.





2. WHAT WE DID

2.1. Groundwork

We began by reading documents relevant to community engagement at McGill including any reports related to those mentioned in Section 1.1. Under the supervision of Anurag Dhir, we read academic and journalistic texts related to service, volunteerism, and experiential learning. Through this, a vision and understanding between the two coordinators emerged in terms of the project. We then began meeting with supporters and creating/navigating networks through visioning, the building of an advisory committee, putting together and gather information for a database of existing initiatives.

2.1.1. Visioning

As soon as we could, we began with a visioning session with the SEDE team to make sure that the coordinators' vision for CED was in line with what the team had envisioned thus far. This 2 hour meeting included a guided visioning portion, a SEDE perspectives section, and a practical points section.

We used the following:

Imagine Statement and Accompanying Questions

It is October 5th, 2012 and it is a nice sunny day. You have had your morning drink of choice and are attending Community Engagement Day. This day is, unbelievably enough, exactly what you envisioned it should be! When you look around you, you see ____ . The activities of the day include _____ , which is integral to its success in your opinion. You decide to participate in more activities than you had thought you would and experience the most you can. When the day is over you have learned _____ and feel _____.



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- What is the role of CED for myself and the group I belong to?
- What is my role in the creation of CED and during the day itself?
- What is the unique contribution of CED to the communities surrounding us?
- What are the values of CED?
- What are the goals of CED for myself and those in my position?

Out of this visioning session main themes were brought out including: the importance of clear organization during the day, of relationship and networking building through this day, of breaking silos at the University, and finding ways to consider the multitude of stakeholder positions for the project (listed below).

Stakeholders

1. Funders (CEC and SPF)
2. Student Participants
 - 2.1. Required Participation
 - 2.2. Non-course Related
3. Montreal Community Organizations
4. McGill Administration
5. Faculty (MAUT)
6. Staff (Munasa)
7. Volunteers (Participants)
 - 7.1. Those who help with CED Logistics
8. Project Team Leader (Already engaged McGill Community Member)
 - 8.1. Group Leaders
9. Alumni

As a result, we posted what came to be called **The Wall of Apples** (Guiding terms and values) on the wall of our office. Visioning was pushed further in the process of making a logo and a promotional video. Clarifying the message behind CED and the intentions and goals of the project was concretized by these two aspects of communication.



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The Wall of Apples:





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2.1.2. Advisory Committee

To represent the diversity of stakeholders in the McGill Community as well as and to guide and help the coordinators navigate McGill (with its red tapes and procedures), the Advisory Committee included:

Adam Harris Levine (Rez Life)
Alex Pritz (MAC Campus Rep) ---> Evan Henry
Anita Nowak (Marcel Desautels Institute for Integrated Management)
Anurag Dhir (SEDE)
Catherine Tess Kelly (DAR)
Chris Chipello (Media and Public Relations)
Colleen Lewis (Rez Life)
David G. Donald (SSMU Sustainability Coordinator)
Edith Zorychta (MAUT)
Joan Butterworth (First Year's Office)
Joel Pednault (SSMU VP External)
Lilith Wyatt (Office of Sustainability)
Linda Starkey (Dean of Students Office)
Lydia White (Office of the Provost)
Marieeve Isabel (PGSS) ---> left over the summer
Max Halparin (CED Coordinator)
Melissa Forster (DAR)
Noemie Desbiens Reindeau (Montreal Community Organizer)
Pamela Fillion (CED Coordinator)
Robin Reid-Fraser (SSMU VP External)
Shyam Patel (QPIRG)

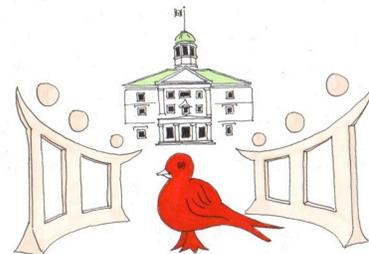


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The advisory committee met approximately once a month with more specific inquiries being handled by individual meetings between the coordinators and advisory committee members. Meeting minutes were sent to all members to help those who could not attend partake in sharing their comments and advice. At the last advisory committee meeting, when asked what form the committee should take in the future it was general consensus that having a formal committee that is active when the project is active. This committee was very useful and recommendations for future models can be found in the recommendations section of this report.

2.1.3. Logo(s)



Designing a logo for CED proved to be much more time consuming and difficult than had been anticipated. This proved to be a great exercise in visioning in and of itself. As well, this highlighted the importance of “messaging” for a project like CED with so many stakeholders. The two logos above demonstrate some of interim the ideas originally submitted and explored. Through this process, terms were refined and defined as various stakeholders expressed their opinions and ideas for the logo. In the end, the advisory committee approved of the logo below (in english and in french). The systems message of the interconnected cogs, the dynamism, and diversity of actions of each person on the cogs, spoke well to the mandate of CED. Originally, a martlet was to be part of the logo on the yellow wheel. However, through the approval process of the university, the martlet had to be removed (to the chagrin of the committee). In the end, the logo design was achieved through the collaboration of the coordinators, artists, members of the SEDE team and the advisory committee.



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2.1.4. Database

The database portion of the CED project is meant to act as a way to take stock and gain awareness on the community engagement initiatives happening (and that have happened) across McGill. This database follows with the idea of building institutional awareness and memory while restraining from overly formalizing and centralizing community engagement: allowing the continued organic growth of community engagement across campus. By gathering this information and creating a useful database, community engagement continues to occur organically across McGill whilst CED and SEDE's Community Engagement Coordinator can provide support to groups and initiatives as well as helping create and strengthen connections between Montreal community groups and McGillians. The database itself is a great resource for finding possible CED projects as well as a great tool for the Community Action Toolkit.

Beginning with the various reports related to community engagement, a database began to be compiled by the CED coordinators. Through this, the idea to create an information network for the sustainable and organic growth of the database emerged. The idea is to look at those places at McGill where reports flow to and which places would have portions on community engagement. Similarly, there is the possibility of asking those information junctions to include a question about community engagement and thus, avoid the addition of a survey. In fact, we had created a survey for this purpose but response was unbelievably slow and low. The reasoning here is that there are already too many demands on staff and organizers to fill out surveys, reports, answer emails, etc and that "piggybacking" on existing networks is most likely the most strategic way to gain information.

Examples of "junctions" to partner with:

- Gwendolyn Owens - Reports to the Provost (Annual Reports)
- QPIRG Reports
- SSMU Clubs and Services - Applications and Reports
- CURE - Reports
- Outreach Programs (there seems to be a new network building here)
- First Peoples' House - Outreach
- Student Associations
- End of year reports by various related offices (ex. First Year Office)
- Community Action Toolkit

Through meetings with persons in the School of Information Studies, it became clear that a partnership with a student or professor in this area would be quite beneficial in terms of learning how to maximize, categorize, and extract information in this database. This can provide the opportunity for creating "profiles" that could be helpful.

The next step for this database is to create gateways of information. For example, when working with different groups for CED ask them to list some of their community engagement work so that this can be added to the database. The website,



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also, is a place where groups and persons can add to the database and this should be advertised throughout.

Furthermore, it is a great tool for creating a snapshot of community engagement at McGill for both McGillians and non-McGillians. The database was central in creating the “Engagement @ McGill” portion of the CED website. Excerpt from the website:

Engagement @ McGill: What is "engagement"? & What is "community"?

These are important questions to ask and to reflect upon. Across McGill, these terms are understood in different ways as is community engagement. In the context of CED, engagement is understood as contributing to social sustainability and addressing social needs in a way that promotes equity and well-being for members of this community.

In the context of Community Engagement Day, Engagement is not limited to the sense of service learning and/or volunteering. We believe that engagement is broad and often defined in a myriad of ways and that this should be reflected in the activities chosen for the day. There are a diversity of ways in which McGillians engage with communities. When we talk about community, we mostly refer to the larger Montreal community, of which the McGill community is a dynamic part along with many diverse, interacting communities. The lines between the McGill and Montreal communities are not clear, McGillians are also part of many different Montreal communities. Indeed, community engagement provides both direct and indirect benefits for both the McGill and Montreal communities.

In light of this broad definition of community engagement, we've identified four broad types of engagement occurring across McGill.

1. Direct service to the community
2. Knowledge Sharing
3. Knowledge Production
4. Access to Resources: Opening Up Campus

The database and this section of the CED website are meant to inform one another. They are also great place to host discussions on the nature of community engagement at McGill. Therefore, the database will most likely change in format and focus over time.

Currently, the database has over 115 initiatives in record. Not including, everything that occurred in CED 2012.



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2.2. Project(s) Portfolio

The projects portfolio of the pilot CED was quite heavily intertwined with all other aspects of building CED including groundwork, networking, communications, and more.

2.2.1. Selecting Community Organizations

For this first edition of Community Engagement Day the process of selecting community organizations to work with was done in the following ways:

1. Using the “wall of apples” as a guide
2. Focusing on sustainability (social and otherwise)
3. Location: Trying to select a diversity of neighbourhoods and communities
4. Diversity: Trying to include a diversity of learning components and topics
5. On the basis of those groups who showed interest (responded to emails and invitations) to take part in the pilot project
6. With a focus on highlighting/strengthening existing partnerships/relationships
7. Diversity of engagement: looking to highlight various types of community engagement
8. Using the database as a starting point as well as recommendations from advisory committee and SEDE staff

Both coordinators met regularly to discuss the scope of projects and type of projects and potential organizations to work with.

2.2.2. Building Projects

Projects were built using a “**needs-based approach**”. This means that upon meeting with organizations, we asked them how something like CED could meet their needs. The key idea was to provide an “extra” boost to help with something needed by the organizations involved. It was very important that CED not cause any sort of inconveniences for the groups and so finance, capacity, time, location had to be carefully factored in the building of projects.

For example, Homework Zone needed interesting workshops for their youth mentorship program as well as promotion for getting more volunteers. CED connected them with another McGill group, Heart of the City Piano Program, which was looking to build and improve their educational music workshops for youth as well as promotion for recruiting new volunteers. The two were connected and CED participants were added to learn about these different programs and initiatives and help them with the workshops. As well, both groups were connected with the Wow Lab Program which provides easy access to fun science experiments for youth and needed help distributing awareness of their Blueprints project. A project was set up at one of the schools with which Homework Zone works and another school where Heart of the City Piano Program works. This way,



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CED participants whilst helping to meet the needs of each program became familiar with each program and with the schools at which they participated.

A different example came from a Montreal community organization which contacted the CED coordinators with interest in participating in the day. Similarly, a new McGill initiative called Vitaminsport had been in contact with CED and was looking for ways of connecting their programs with more youth centers and promote their work. The CED Project coordinator met with both groups separately and assessed how CED could meet their needs. Then, Tyndale St-Georges Community Center staff, Vitaminsport representatives, and the CED Project coordinator met and discussed developing a partnership for the day (and potentially beyond). Together a project was built that included putting together a sports activity event for around 75 youth centered around healthy living. CED contributed in buying healthy food snacks for all the youth, providing volunteers, connecting the two organizations, and providing both with sets of sports pinnies that they can continue using.

A big part of project building was needs assessment and expectation assessment. To help with this as well as logistics, questionnaires were handed to each organization to make sure that expectations and information were clear (as well as helping to put together pre-activity sheets).

Building the CED projects also included a critical thinking/educational component. To help with this, pre-activity sheets were made for each project and sent to participants. These included logistical information, organizational information, some prompting questions and resources to look at before the project. Group leaders were tasked with beginning projects by touching on these questions on the way to activities and then leading a “debrief”, post-activity, discussion with the group.

2.2.3. Resulting Projects

Total Number of Projects: 26

Total Number of Community Organizations Involved: 64

Topics: South Asian Cultures, Knowledge Sharing, Building Partnerships, Women, Immigration, Refugees, Verdun Area, Urban Gardening, Sustainable and Healthy Eating, Access to Resources (Socio-economic status, mobility, and autonomy), Food Security, Engagement, Education (Science), Ways of Learning, Mentorship, Access to Education, Education (Music), Poverty, Empowerment, Community Building, History of Milton Park, Fostering Positive Neighbor Relations, Diversity, Breaking Stereotypes, Equity, Dialogue, First Nations Health, Fundraising, Community Engagement, Kahnawake, Mohawk Culture, Disabilities, Youth, Discrimination, Biodiversity, Environment, Volunteerism, Senior Isolation, Intergenerational Learning, Breaching the university-community divide, Leadership, Social Engagement, Education and Engagement, Queer issues, Queer youth, Queerphobia, Heterosexism, Allyship, Trans



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issues, Commodification of culture, Sustainability, Urban Gardening Urban Forests, Urban Planning, Green Spaces, Montreal North, Côte-des-Neiges, Immigration, Immigrant Worker issues, Refugees, Campaigning, Skillsharing, Mediation, Little Burgundy, Alternative Justice (Suspension Program), Community Building and Bridging, Community Radio, Grassroots media, Mental Health, Anti-oppression, Solidarity, Indigenous Media, Healthy Living, Sports, Nôtre-Dame-de-Grace, Arrondissement Sûd-Ouest

[Consult Appendix 4.1 to see Project Profiles of each CED Project]

2.2.3.1. Project Schedule & Map

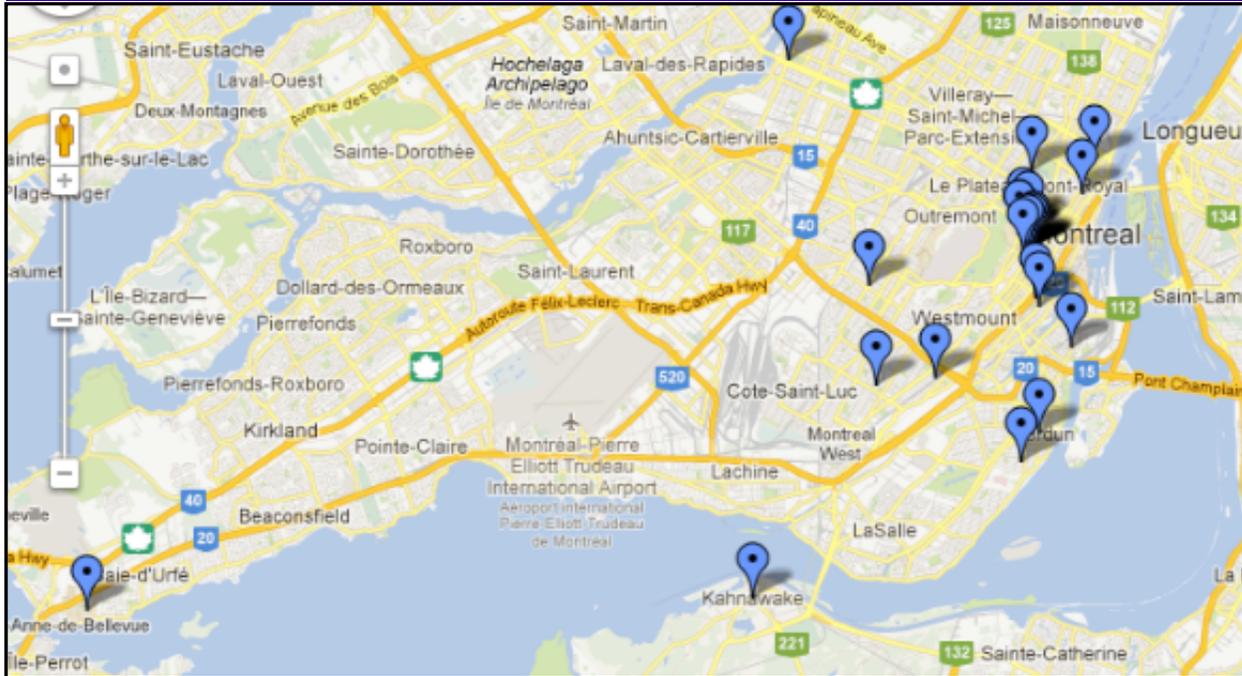
Schedule: Community Engagement Day											
7:00	MORNING GROUP LEADERS ARRIVE										7:00
7:30											7:30
8:00											8:00
8:30											8:30
9:00											9:00
9:30											9:30
10:00											10:00
10:30	SPEAK UP!: PACE	Santropol - Garden + Tour	Mocassin Walk Orientation			Soverdi	Heart of the City + WoW Lab		REZ LIFE + NDG FOOD DEPOT		10:30
11:00											11:00
11:30	AFTERNOON GROUP LEADERS ARRIVE									CKUT: Group A Soldering	11:30
12:00											12:00
12:30											12:30
13:00											13:00
13:30	SPEAK UP!: CAT	Hidden Gems/ Yellow Door/ Chamber Music Without Chambers	Community Clean Up	St. Monica School Garden	Afternoon Tea: SAWOCC	CKUT: Di/ Mixing		Living Library	P10 + UGE	CKUT: Off the Hour	13:30
14:00											14:00
14:30											14:30
15:00											15:00
15:30											15:30
16:00	BUMP + Emily Skillshare: MONDAY					Vitaminsport + Tyndale					16:00
16:30										CKUT: Group B Soldering	16:30
17:00											17:00
17:30											17:30
18:00											18:00
18:30											18:30
19:00											19:00
19:30											19:30

[Also events on Oct 9, Oct 10, Oct 12, Nov 7, Nov 15, Nov 19, Nov 21, Nov. 29,]



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2.2.3.2. Community Groups Involved

Total: 64 Groups (Listed below)

Aboriginal Sustainability Project	Montreal Oral School for the Deaf
Action Communiterre	Native Solidarity News
Beyond Me	NDG Food Depot
BUMP - Burgundy Urban Mediation Program	New Residence Hall
Calixa-Lavalée	PACE - Personal and Cultural Enrichment Program
CAPS - Career and Planning Services	Peter Hall School
CAT - Community Action Toolkit	PFF Community Leader Fellowship
Centre Tyndales-St-Georges	Project 10
Chamber Music Without Borders	Qpirg - McGill
CKUT	Radio Moon



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CURE - Community University Research Exchange	Rez Life
Ecole Champlain	Riverview Elementary
Ecolibrium	Santropol
Ecomuseum	SAWCC- South Asian Womens' Community Center
Edible Campus	School of Social Work
Farmer's Market	SEDE - Social Equity and Diversity Office
Head and Hands	Share the Warmth
Heart of the City Piano Program	Soverdi
Hidden Gems	SSMU - Student Society of McGill University
Homework Zone	St. Monica School Garden
Immigrant Workers Center	St. Monica School
ION - Internship Office Network	Ste-Emilie Skillshare
Kahnawake Schools Diabetes Prevention Program	Summit School
KANATA - Indigenous Studies Community	The Conservationists
Kateri Memorial Foundation	The Union for Gender Empowerment
La Voisinnerie	TVM
Living Library	Verdun Elementary
McGill Dentistry Outreach Program	Vision 2020
McGill Student Services	Vitaminsport
Media Coop	Volunteer Bureau of Montreal
Milton Park Citizens' Committee	Wow Lab
Moccasin Walk	Yellow Door



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2.2.4. Group Leaders

For this CED, Group Leaders were given an Orientation on October 1st, 2012 by the Project Coordinator and the Community Engagement Coordinator from SEDE. This orientation included project specifics, general operations information, some discussion about community engagement, facilitator training, safer spaces training, and more. They were urged to read pre-activity sheets, become familiar with the location, as well as get in touch with respective community organizers. Upon completion of their duties as Group Leaders receives an official letter from the SEDE office and the Associate Provost(Policies, Procedures and Equity) recognizing and thanking them for their leadership and contributions. Furthermore, once the co-curricular project(headed by Student Services) is running there is an opportunity to have this leadership recognized on their record.

Group Leader Responsibilities

- Lead participants from McGill Campus to various locations on or off campus (public transportation tickets will be provided)
- While on-site, be main contact for CED participants and representative from community organizations
- Participate in volunteer activities
- Moderate reflection/debriefing discussions about site visits (training provided!)
- Administrative: take attendance, hand out bus tickets, have participants fill out surveys and photo-release forms

One of the main strategies for recruitment was to get those students already engaged in organizations/initiatives that were part of CED projects to act as Group Leaders. This proved very successful and appropriate in that students were excited to represent their groups as well as being knowledgeable about their organizations and how persons could further get involved.

2.2.5. Appreciation Event

On November 21st, an appreciation event was held where all participants, community organizers, group leaders, advisory committee members and volunteers were invited to attend. This was a great opportunity to continue to promote critical thinking about the engagement activities that occurred on the day as well as continue dialogue and discussions between all those involved. Discussion segments were organized around the themes of how to continue engagement beyond CED. This included prompting questions by representatives of CED, Community Action Toolkit, the Arts Internship



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Office, Community University Research Exchange, and the Career and Planning Services Office. Attendees were assigned groups in such a way as to increase the diversity of perspectives and persons from different CED projects. Afterwards, food was served and participants were encouraged to mingle and if they felt comfortable with it, to give testimonials to TVM (TV McGill), who were present during the event. Furthermore, attendees were given resource booklets including information about all the organizations involved in CED as well as letters of recognition and certificates (for community organizations).

2.3. Communication Portfolio

Community Engagement Day was conceived as a pan-university event, open to students, staff, faculty and alum. As such, the original communications plan aimed to employ a diversity of promotional strategies geared towards these different groups (with particular attention paid to students, who we assumed would form the largest number of participants). There were several levels of information to communicate to these various audiences: the concept and origins of project, the 26 activities taking place and logistics for each, and how to get involved. The proceeding paragraphs will give an overview of each objective in the original communications plan for the first-ever CED, including sub-objectives and associated tasks and their relative success. The final section outlines promotional tools employed that were not included in the original plan, as well as results from our online registration form.

2.3.1. Objective 1: Build online awareness of Community Engagement Day among McGill community and partner Montreal community organizations.

Strategy 1.1 was to use social media tools to publicize CED via Facebook and Twitter. We used both platforms to provide information about CED, partner organizations, volunteer opportunities and ways to help with fundraising drives. Ninety-seven people have 'liked' the CED Facebook page ([facebook.com/McGillCED](https://www.facebook.com/McGillCED)), and each posts reaches from 40 to 114 people. The photos from October 5th have garnered the most attention. The CED Twitter account (@CEDMcGill) is following 92 accounts, has 50 followers, and has 23 mentions by 15 other users.

Strategy 1.2 was to develop the SEDE web presence, first by making a CED page on the SEDE site, as well as an independent CED website (Tasks 1.2.1). The CED website (CEDMcGill.com) was officially launched on September 13. The home page features the CED logo, five main tabs to choose from ("About CED", "Get Involved", "Projects", "Engagement", and "Beyond"), a scrolling video reel, a Twitter news feed, an "Explore!" section that links to various subpages within the five main tabs, while the bottom links include Contact, FAQ, Funding and Sponsors, and our main sponsor logos.



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The “About” section provides an overview of the project’s concept, roots, and goals “The Basics” and “Background”, followed by the various media about CED (Print, Photos, Video, Radio). The “Get Involved” page housed the registration tool, while the “Projects” tab listed all the descriptions and logistical information associated for the 25 activities, while the “Beyond” sections lists four major resources where people can use to pursue this type of work all year. The “Engagement” page includes a broad definition of community engagement, and four types of engagement at McGill. This was our attempt to make public some of the information we’d found concerning community engagement initiatives at McGill that were not represented in the activities.

Task 1.2.2 was to produce an introductory/informational video about Community Engagement Day, which we published on YouTube on September 7 (“Community Engagement Day 2012”). We worked with a recent Concordia animation grad Eric Bent to produce the 3-minute video (with SEDE Community Engagement coordinator Anurag Dhir doing the voice-over), and received extremely positive feedback about it from all corners of the University, from the Deputy Provost to SSMU to CKUT staff. As of December 19, it has garnered 964 views, about double the views of any other SEDE-produced video.

Task 1.2.3 was to make our CED project database visible on a separate site that is linked to CED website. We have made some of these projects visible on our Engagement page, and are working with the School of Information Studies on the larger database.

Task 1.2.4 was to partner with CKUT to create short radio segments before and after the Day. We appeared twice on CKUT before the Day: first on the All Things McGill show on Sept. 10th and again on the morning show, The Tuesday Morning After on October 2nd.

Task 1.2.5 was to partner with TV McGill to create short web-TV segments before and after the Day. Since the animated video was featured heavily in our promotional strategy leading up to October 5th, we worked with TVMcGill after the fact. Two videos will be completed on January 15: one short (2-minute) overview of the first-ever CED, and another video with testimonials recorded at our CED Appreciation Event on November 21 (and a SEDE staff event on December 6).

Task 1.2.6 was to request for SEDE Advisory Committee members to add a one-sentence blurb about CED in their email signatures. I failed to execute this task as such, however, we did provide our Advisory Committee members with a short blurb with links to our video and our registration page in the lead-up to October 5th to send to their networks.

2.3.2. Objective 2: Confirm 20 community projects for CED by August 31.

This objective was achieved with **Strategy 2.1**: to select projects from a list of existing projects and to follow up on contacts found via networking. The only task associated with this strategy was to meet with community groups and McGill partners to determine



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needs to be met with a project for CED. At first, these responsibilities were shared, but as the project progressed, it became the duty of the Project Coordinator. **Sub-Objective 2.1.1** was to recruit 1 group leader per project by September 1, which was achieved before that date.

2.3.3. Objective 3: Recruit 500 participants for Community Engagement Day, October 5.

The first sub-objective here was to recruit students, staff and faculty from campus, beginning with **Strategy 3.1.1** of holding a recruitment event two weeks before the main October 5th event at the Farmers' Market on McTavish. We chose the Farmers' Market for a variety of reasons: (1) it is an excellent example of a collaborative, student-staff initiative intertwining sustainability and community engagement (working to bring local food producers and affordable, healthy and not-ecologically-disastrous food to campus), (2) the market itself provides a community space on campus that attracts those are interested in such initiatives. By beginning registration at the Farmers Market, we wanted to bring attention to the project, while promoting our own. A photo from this event by freelance photographer Hossein Taheri was also featured as a slide on mcgill.ca/students and mcgill.ca/staff (which received 318,050 and 160,470 pageviews, respectively) generating important exposure for the project.

The first task under this strategy was to design and print informative CED flyers to introduce the project and direct people to the website. We printed and distributed 1800 copies in the weeks leading up to the event. The first version described the general goals of the projects, while the second included a list of specific activities on the day. We included the list of projects on the back after receiving feedback that interested parties wanted to know specifics of each activity (more than general information about the day).

Strategy 3.1.2 was to get an article about CED in the four major campus newspapers: *The Reporter*, *The McGill Daily*, *The Tribune*, and the *Bull & Bear*. We wrote to each with a tailor-made blurb, offering story ideas that would be of interest to each of their readers. We were successful in getting two pieces in *The Reporter* before and after the day, and one news story written in *The Tribune*. In addition, SEDE staff/Hidden Gems coordinator and SSMU Community Engagement Committee president Inna Tarabukhina wrote an op-ed piece for the *Tribune* ("Time to wipe the dust off community education"). Despite meeting with a news editor at the *McGill Daily*, no coverage came of it.

Strategy 3.1.3 was to get "Community Engagement Day" listed in all handbooks on October 5th. This involved contacting coordinators to make the request in springtime. Not all coordinators responded, and some that did include it (SSMU, for example), included CED on the wrong date.



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Strategy 3.1.4 was to design and strategically place CED posters around campus. The posters featured the majority of our community partners' and a simple message about registering for CED on our website. We printed and put 100 posters in about 40 different buildings in all corners of the downtown campus.

Strategies 3.1.5 and **3.1.6** involved tabling at Activities Night and on McTavish St for Streetfest during Orientation week. As represented by SEDE staff familiar with CED, we had a presence at Activities Night, and we were present for the entirety of Streetfest to introduce first-year students to the project. (Other tabling sessions included Leacock, McConnell Engineering, and the Y-intersection.) In addition, we jointly organized a successful Orientation Week event with the Vision 20/20 team called "So What's McGill?" that drew over 100 participants.

Sub-objective 3.2 was to recruit 400 undergrads for Community Engagement Day. We believed undergraduate students would be our largest source of CED participants, and were advised by SEDE staff member Jorge Espinosa to put 80% of our efforts into recruiting them. **Strategy 3.2.1** was to encourage champion professors to dedicate their class's participation. This role shifted to that of Project Coordinator, who successfully enlisted two classes (Music as a Profession and Social Entrepreneurship) to dedicate classes to participate.

Strategy 3.2.2 was to recruit first-years from residence. *The first task* here was to work with Rez Life to organize CED events for Upper Rez and Solin. We organized the Community Clean-Up event with a focus on recruiting participants from New Rez, and attempted to further Rez Life's work with Share the Warmth through an activity that left from Solin. The Community Clean-Up was a success, whereas the original Share the Warmth activity saw three people register, only to not attend on October 5th. (However, we turned this disappointing moment into a positive one when we rescheduled the event and hosted eight students at Share the Warmth on November 7 who helped sort a food donation, and stuff envelopes with newsletters and Christmas cards.)

The second task was to work with floor fellows to encourage their students to participate. The half-dozen individual floor fellows with whom we met over the course of organizing the day asked for flyers to bring back to their residences. The Rez Life coordinators (who sat on the CED Advisory Committee) asked the floor fellows to advertise on the private Floor Fellows Facebook group. At the behest of floor fellows (and with Rez Life approval), we put up posters on every floor in New Rez, Solin, the four Upper Residences as well as in RVC and Greenbriar.

The final tasks associated with recruiting first-year students was to hold information tabling sessions at RVC, Upper Rez, New Rez halls. We did not table at RVC, but did table at Bishop Mountain Hall one evening at the start of dinner, and at New Rez with the help of Arts Senator Jimmy Gutman, QPIRG Board Member Shyam



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Patel, and former AUS president Jade Calver. In addition, there were stories written about CED on the *Rezonate* blog.

Sub-objective 3 was to recruit 30 students from MacDonald campus. **Strategy 3.3.1** was to build a relationship with a Mac Campus rep and organize project in St Anne's for CED. Mac campus student senator Evan Henry attended early Advisory Committee meetings, and helped the Project Coordinator find contacts on Mac Campus to host the tour of the McGill Farm in collaboration with the Beyond Me mentoring group. **Strategy 3.3.2** was to include CED in Mac campus newsletter "Mouthpiece" and website. On September 20 we sent *The Mouthpiece* editors the required 30-word blurb for inclusion in the online newsletter.

Sub-objective 4 was to recruit 30 grad students. **Strategy 3.4.2** was to build relationship with PGSS exec and have them publicize with their members, and **Strategy 3.4.3** was to include CED in the PGSS newsletter. In talking with PGSS Exec members, we were told the best way to publicize with grad students was through the listserv, so we followed their advice. In addition to the original plan, we held an information table at Thomson House, and had a slide advertising CED on the Thomson House TV screen.

Sub-objective 5 was to recruit 40 professors and staff via meetings, networking, and information included on the What's New listserv. CED was included in the October 2 edition of *What's New*, while the story in *The Reporter* was featured prominently on their site beforehand. As Table 2 shows

2.3.4. Objective 4: Host 60 people for post-event dinner.

The "post-event dinner" became our CED Appreciation Event, held on November 21 in the RVC West lounge, which attracted about two-dozen people, including a mix of community group representatives and McGill students and staff who participated in CED. The main strategy was to advertise the dinner from the onset of CED registration and follow up about the dinner within a week of the event. As such, the event was mentioned in the "Explore!" Section on our website, and we followed up with CED participants to reach the desired number of attendees for the event (about 30).

In advance of this event, we compiled and printed 50 CED Resource Booklets that included details from all 25 activities, including McGill and community partners. It also includes a "Beyond" section with eight pages of community engagement-related resources around the University. We distributed a little more than half of them at the event, and the remainder with the Rez Life office, who informed us that they had planned on creating the same type of document for their floor fellows and students.



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2.3.5. Registration Results and Other promotional actions

As the project evolved, it became clear that additional promotional tools were needed in order to achieve the objectives listed above. Firstly, to complement our tabling efforts and to publicize the pilot project to passers-by on October 5th, we had two CED banners made (one in French and one in English), which will be useful for as long as the project continues. Other longer-term promotional materials include the T-shirts we made for Group Leaders featuring the CED logo and our main sponsors.

Table 1: Where do you find out about community engagement opportunities?

Method	%
School/class/professor	65
Word of mouth	38
Email/listserv	17
Internet	14
McGill website	11
Poster	9
Tabling	7
Organizations	7
SEDE/CED (website)	7
Student association	5
Flyer	4
Facebook	4
VBM/database	2



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Table 2: Where did registrants hear about Community Engagement Day?

Method	Number	Percentage
Other	88	25.9
Word of mouth	55	13.9
Email call-out	48	16.3
Community Engagement Day website	34	11.5
McGill website	23	7.8
Facebook	22	7.5
Community Engagement Day video	15	5.1
Poster	9	2.2
SEDE website	9	2.2
Streetfest	9	0.9
Orientation event (with Vision 20/20)	8	2.2
Sustainability Fair	8	1.3
Flyer	6	2.0
Blog post	1	0.3
Recent e-grads broadcast	1	0.3
Twitter	1	0.3

As **Table 2** indicates, the method that drew the largest number of CED participants (other than “Other” and “Word of mouth”) was **an email call-out**. In the weeks leading up to the event we developed a 150-word email sent to the following listservs: SSMU, PGSS, MACES, MCSS, AUS, DSS, LSA, MSS, SUS, EUS, Floor fellows, MUS, MESS, MSE, DBCS, Sustainability Network, McGill School of Environment, EDUS, the Outdoors Club and student groups via SSMU Clubs & services. (Note that the Mouthpiece newsletter at Mac Campus required a 30-word submission.)

The email listserv included two links, urging readers to either register for an activity (at our website) or watch the video for more information. In some cases, we tailored the blurb specifically to certain groups with similar aims to CED activities, such as the UGE, and environmental groups (such as the Conservationists) affiliated with SSMU. We included similar information on the Powerpoint slides sent out to every building with a TV screen that scrolls through slides, and received confirmation from the following buildings: Athletics, Thomson House, Leacock, and Engineering. These slides complimented the in-person information tabling done in the latter three buildings.

Following the email call-out, the registrants indicated that they heard about CED from the **CED website**. Since it was listed on all promotional materials, it is unclear from where this awareness of the site originated. Next came online sources—Facebook and



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the McGill students and staff homepages—which were more successful at recruiting CED participants than demographic-specific posts on the Rez and Alum blogs.

Of the 295 registrants who answered the question in Table 2, 21 of them indicated multiple responses to this question, which speaks to the multitude of avenues through which CED was promoted. While the results from tabling efforts such as Streetfest and Sustainability Fair did not produce many registrants, nearly half of the registrants who heard about CED from multiple sources (10 of 21) indicated including these tabling ventures first, suggesting that they at least raised peoples’ awareness to the project.

Table 3: In what year are registrants (how long have they been at McGill)?

Year at McGill	Number	Percentage
First	137	49.82
Second	39	14.18
Third	34	12.36
Fourth	37	13.45
Fifth	16	5.82
Sixth	5	1.82
Seventh to Tenth	4	1.45
Eleven or more	3	1.09

Number of CED participants (attendees) whose profs included CED as part of their course:

- 99 from MUPD 135 (Music as a Profession)
- 11 from MGPO 434 (Intro to Social Entrepreneurship and Social Innovation)

Table 4: McGill affiliation of registrants

Affiliation	# Responses	Percentage
Undergrad	253	85.47
Grad student	12	4.05
Staff	11	3.72
Other	11	3.72
Alumni	9	3.04



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Table 5: Age of registrants

Age	Number	Percentage
17-19	132	44.90
20-23	109	37.07
24-26	17	5.78
27-29	18	6.12
30-34	10	3.40
35-39	2	0.68
40-44	2	0.68
45-49	2	0.68
50-54	1	0.34
55-59	0	0.00
60-64	0	0.00
65+	1	0.34

Table 6: Preferred pronoun of registrants

Chosen pronoun	Number	Percentage
She	155	52.54
He	105	35.59
No answer	32	10.85
They	3	1.02

As the above tables indicate, the majority of CED participants were undergraduate students aged 17-23. (Of the 253 registered undergrads, 110 were enrolled in classes whose instructors incorporated CED as part of the class.) We were advised to put about 80 per cent of our promotional efforts into recruiting this demographic, which is clearly reflected in the registration results. In ensuing years, CED coordinators may want to focus more on grad students, staff, faculty and alumni to help CED become the truly pan-university event it aims to be.

When asked to select their preferred pronoun, more than half identified as female, while a third identified as male. (No one selected the “Prefer not to say” option on the registration form; however, leaving this optional question blank may indicate the same response.) These results might indicate that our promotional efforts did not skew too heavily to any particular point along the gender spectrum.



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2.4. Budgetary Analysis :Overall Budget Breakdown

Community Engagement Day		
Revenue		
Description	Projected	Actual
SPF Fund	\$33,250.00	\$33,250.00
CEC	\$5,000.00	\$5,000.00
SEDE	\$8,000.00	\$8,000.00
Innovation Fund	\$1,000.00	\$1,000.00
ASP	\$100.00	\$100.00
SSMU	\$200.00	\$200.00
Buffer - Application in process	\$3,325.00	\$3,325.00
Total Revenue	\$50,875.00	\$50,875.00
Expenses		
Description	Projected	Actual
Project Coordinator	\$16,000.00	\$16,000.00
Communications Coordinator	\$16,000.00	\$16,000.00
Office infrastructure	\$2,500.00	\$325.06
Publicity	\$3,000.00	\$3,104.52
Website	\$5,000.00	\$2,602.51
Transportation	\$500.00	\$929.00
Room rentals	\$1,000.00	\$2,489.73
Materials for CE Day Activities	\$2,250.00	\$6,544.32
Total Expenses	\$46,250.00	\$47,995.14
Working Surplus / Deficit	\$4,625.00	\$2,879.86



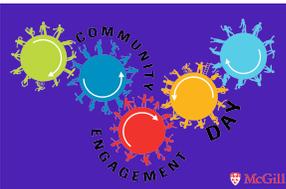
Note that the leftover (Surplus) is slated to be used by the new, incoming, CED intern Emily Boytink for her salary as she transitions the project to its second phase. Also, take note that an application for the 10% SPF buffer is underway or alternatively, a budget amendment. The transition of the project is crucial in terms of securing funding and continuing towards institutionalization of the project.

Highest expenses: Salaries and Materials

Important donation to take note: 500 STM tickets which reduced transportation costs by quite a lot.

Reusable expenses: Office infrastructure, website design, logo design, banners, tent, materials for serving food, approximately 150 T-shirts and 50 bandanas.

[Appendix 4.2. contains the breakdown of each section of the budget expenses]



3. WHAT WE LEARNED (Transferrable Lessons)

3.1. Feedback

CED received feedback through both formal and informal channels. Feedback was mostly positive with some suggestions for ways to improve publicity and some project organization. Below is included some of the feedback received through the exit surveys, testimonials recorded by TVM, and letters sent to the coordinators by community organizers.

3.1.1. Exit Survey Results

Following each of the CED activities, group leaders asked participants to fill out an exit survey on the back of the voluntary photo release form. The following section includes results and analysis from the 150 submitted exit surveys.

Options were amongst the following rating scale:

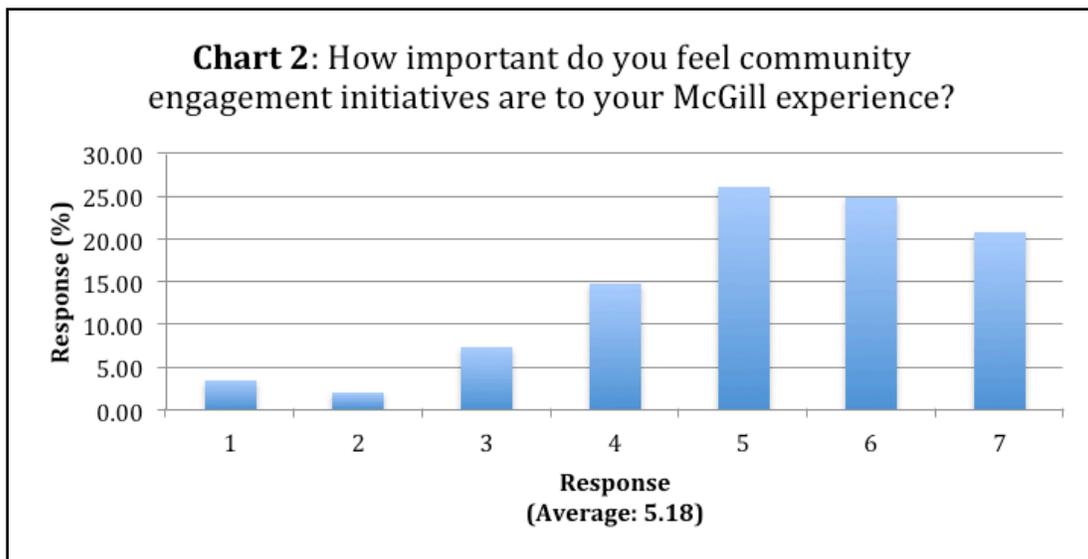
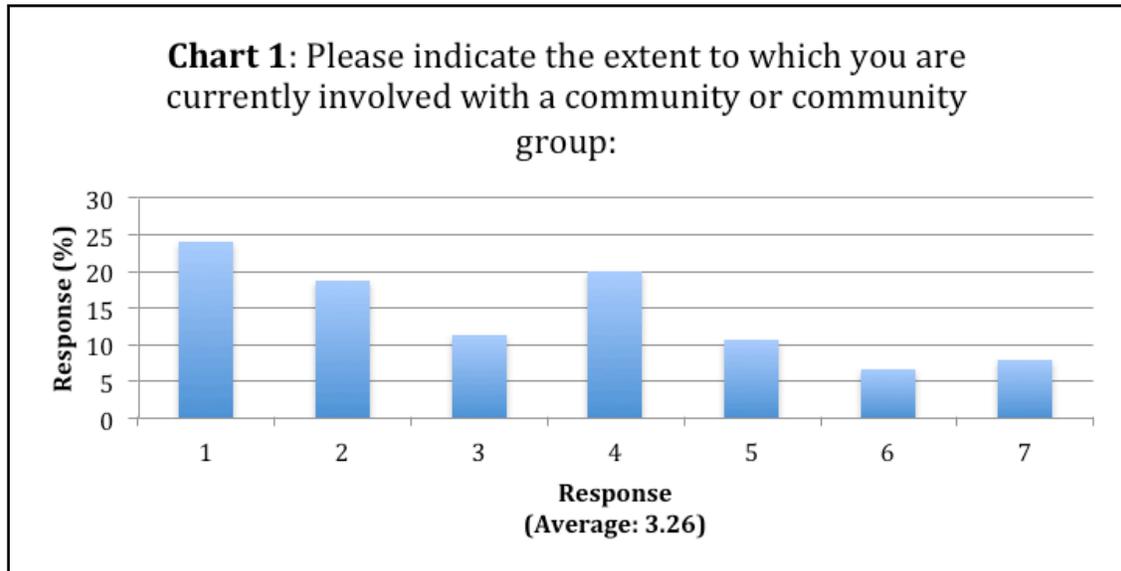
1	2	3	4	5	6	7
Not at all involved		Moderately			Extremely involved	

The x-axis on the graphs below refers to the rating (“Responses”) selected from the above scale. The y-axis refers to the percentage of responses that selected the corresponding rating.



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These tables indicate that, on average, CED participants considered engagement important, but were not necessarily involved in such efforts prior to their participation in the event. The results indicate that CED was successful in acting as entry point for those who are not already engaged.



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Chart 3: How do you expect an event like this to affect the visibility of McGill's connection to community-based efforts in Montreal?

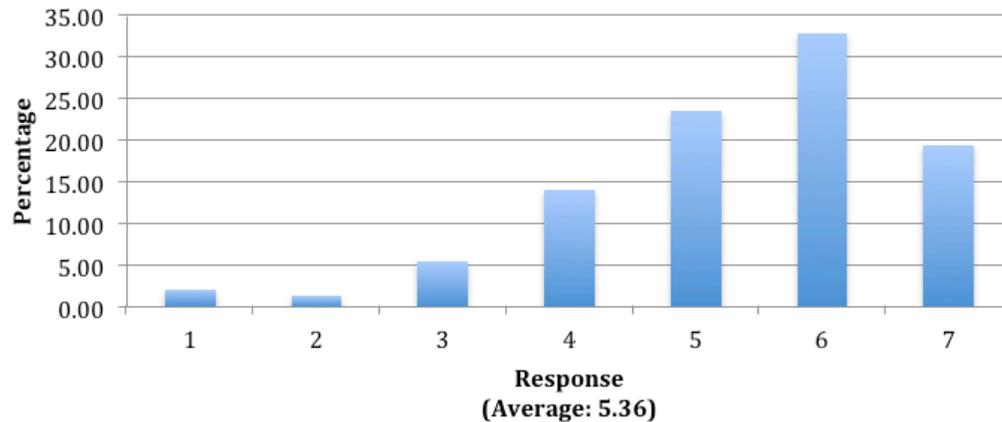
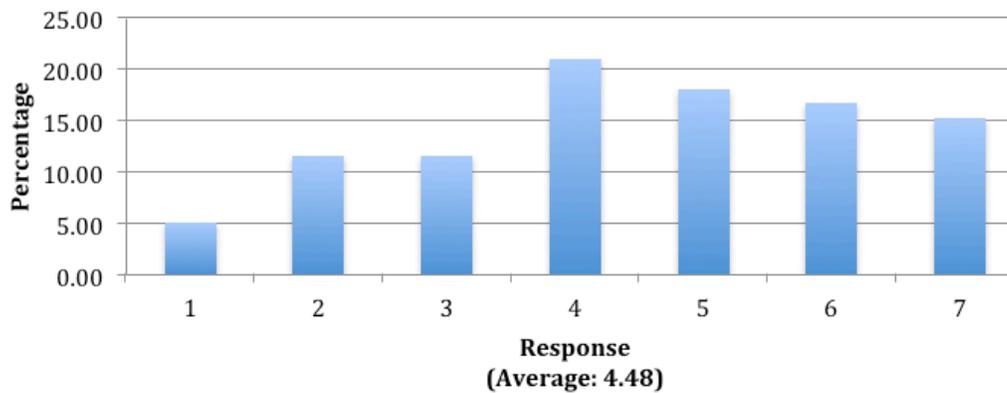


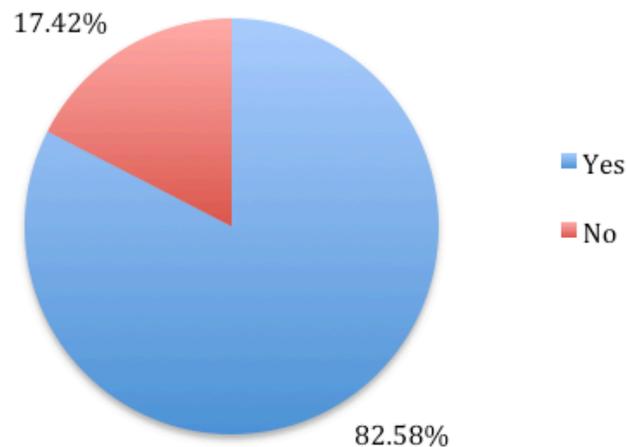
Chart 4: How likely is it that you will continue working with a group featured on Community Engagement Day?



The above charts indicate CED had a positive effect on the visibility of engagement efforts that link McGill and Montreal. When asked if they would continue their engagement through a CED-affiliated group, the overall response was also positive, yet less committal. This may be because CED participants are already involved with other initiatives.



Chart 5: Has Community Engagement Day influenced your perception of possibilities for community engagement opportunities at McGill?



The above chart shows that the event overwhelmingly influenced participants' perceptions of the available opportunities. Considering CED's overarching goals, this is a major success. (To help CED participants expand on their shifted perception of community engagement opportunities, we included resources both on our website and in a Resource Booklet.)

3.1.1.2. Qualitative Data Interpretation

Question: "IF [YOUR PERCEPTION HAS CHANGED], HOW?"

Major themes:

- Want to get (more) involved
- Learned about Montreal organizations connected to McGill
- Made opportunities more accessible
- Community engagement seems more accessible and fun
- New perspectives
- Realization that bubble does exist
- Basic realization that community engagement is possible



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Examples:

- "Inspired me to get involved in Montreal"
- "Raised my awareness of community groups in Montreal, and their connections with McGill"
- "It showed me just how easy and accessible it is. It really is only about making time to do so. "
- "It made me realize that I am in a closed circle. My friends and community is limited because of the barrier."
- "By studying in a community, we are responsible for it and should get involved in its maintenance or betterment."
- "It never even occurred to me that I could become a part of a Montreal community that's not strictly through McGill."
- "I'm excited to volunteer locally and have learned a lot about the need for community engagement in my own backyard."
- "Mind expanding, perception shifting"
- " It doesn't take a big group to make a difference."

Activity-specific comments mentioned the following issues:

- Interest in trans and gender issues
- Plans to begin volunteering at Santropol Roulant, BUMP
- Learned about the SEDE office
- Interest in learning more about the Milton-Parc community and Kahnawake

Question: "WHAT ASPECT OF COMMUNITY ENGAGEMENT DAY DID YOU LIKE MOST?"

Here are the major, minor and activity-specific themes that came from this question:

Major themes:

- Expanding knowledge about history of areas in and outside Montreal
- Learning about new opportunities, organizations with ties to McGill
- Social aspect: meeting new people, especially those outside McGill
- Diversity of events
- Hands-on work
- Intergenerational interaction: with youth and elders
- Difference between those who wanted to vs. who had to attend: "We were pretty open and relaxed. Not too forced for them who were here because they wanted to be"



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Examples:

- “Being able to open up our vision and engage not only with other faculties but also outside of campus.”
- “The passionate vibe and the amount of dedication.”
- “Helping to create a better relationship between McGill and the community.”
- “Awesome introduction to an interesting organization & McGill affiliated (Low Cost housing group)”
- “We could contribute to the city!!”

Activity-specific comments:

- Kahnawake: “Leaving the island of Montreal and visiting Kahnawake
- IWC: “Learning so much about immigrant rights
- Homework Zone: “animating science activities for kids
- Yellow Door: “the performance”
- Living Library: “enlightening,” and “learning new things - listening to stories about things I didn't know”
- Vitamin Sport: “playing with kids”
- CKUT community radio :” The openness of the conversation (no judgment)”

Question: “WHAT ASPECT OF COMMUNITY ENGAGEMENT DAY COULD BE MOST IMPROVED?”

The responses to this question were more varied than other questions, thus are organized differently. Still, some themes appeared, and they are listed below, along with some examples and activity-specific quotes, and suggestions for CED 2013.

Themes

- Better date - not Thanksgiving
- More people involved
- More diversity and choice of activities
- More information provided before the event
 - o “Communication between facilitators and volunteers beforehand”
 - o “Finding the location [was unclear]”
- More structured at the beginning of each activity
 - o The initial meeting aspect could be improved. Maybe some getting-to-know-each-other activities
- More hands-on activities
- More ongoing projects, more frequent (weekly)
- More administrative support
 - o “Better funding and stronger senior administrative support”



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- Better publicity: increased awareness, more promotion of the event
 - o “Publicity; outside of class, I didn't hear about the event”
- More bilingualism
- More relevance to subject area
- On required participation: “I did not volunteer for this, my prof volunteered me. I didn't really like that” vs. “Getting more students involved (maybe make it mandatory for more courses)”

Project-specific comments:

- Speak Up: university-community relations
 - o “Discussion could have had more direction, more planning”
 - o “Prepare some ice breakers to spark an open dialogue faster”
- Homework Zone
 - o “More experiments with smaller groups”
- Project 10 walking tour
 - o “More walking in the village”
 - o “Make sure everyone speaks—even the quiet people”
- Yellow Door:
 - o “Get the participants/students more involved”
 - o “Maybe a Yellow Door volunteer could have talked his/her experience, or a senior who's part of the program could have talked about what they've gotten from it.”
- St Monica School Garden
 - o “McGill could provide transportation to the activities that are far from campus”
 - o “The details of location meeting weren't very clear - more volunteers to organize the kids”

Suggestions:

- “Get a bigger following to spread the word - maybe make a day on campus where each project has a booth to get people into it”
- “Different events for different faculties”
- “More activities around people's interests through online survey”
- “On weekend and a weekday”
- Lastly: “none, you were extremely organized”



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3.1.2. Testimonials

In partnership with TVM, several testimonials were recorded and will be available as videos on the CED website. Testimonials proved to be a great way to get feedback and to show what CED was actually about. They also show the diversity of actors involved in the project. The difficulty with obtaining testimonials is in terms of availabilities and finding the right moment between the time of the activity itself and time for reflection. It is best to get testimonials during the day itself, during the discussion portions of the activities, as well as during the appreciation event.

Available testimonials:

- Ronald Mungal (Community Organizer Project 17)
- Pamela Fillion (Co-coordinator, Group Leader Project 18.1 + 19.4)
- Jimmy Gutman (Group Leader Project 8)
- Kupeng Ji (Participant Project 11)
- Anurag Dhir (Community Organizer Project 12)
- Stefanie Scodras and Meredith Laferte-Coutu (Group Leaders Project 15)

Please note that project numbers correspond to the Project numbers in Appendix 4.1.

3.1.3. Letters

Letters from community organizations (both McGill-based and non McGill-based) are a good source of feedback in terms of understanding what a project like CED can and does do towards meeting needs.

- 4.3.1. B.U.M.P
- 4.3.2. Santropol
- 4.3.3. Homework Zone
- 4.3.4. Heart of the City Piano Program
- 4.3.5. New Residence Hall
- 4.3.6. Soverdi
- 4.3.7. St. Monica School Garden

[Letters are included in Appendix 4.3.]



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3.2. Recommendations

3.2.1. Max

- Identify professors sympathetic to CED, meet with them over the year, and in summer/fall, email them a slide and talking points to present to their classes. (Vision 20/20 staff on our Advisory Committee informed us that students react better when their prof gives the message, not an outside presenter.)
- Consider making a shorter version of the video made with Eric Bent to include in listserv call-outs, and ask profs to play it before lectures
- Due to their ineffectiveness and associated costs (printing, paper use, time), consider *not* making flyers, or even posters—unless this becomes one part of an innovative marketing campaign. (Similarly, considering the time required, tabling also proved rather ineffective for recruitment.)
- Study how the SEDE public awareness campaign goes, and see what if any lessons can apply to CED 2013.
- Sign up Group Leaders early and require that they push project-specific registration to their classes and networks.
- Don't spend much (if any) time trying to include CED information in handbooks.
- Work on the Mac campus component, perhaps by including a student group based there.

3.2.2. Pamela

- For next year, the advisory committee structure should remain somewhat similar but needs to include MUNACA and/or MUNUCA reps. As well, subcommittees should be created including a student specific one (possibly the CEC), a faculty specific one, and a community group one. Alternatively, a focus group model is a possibility if subcommittees are too much of a time commitment for parties.
- Always make sure that expectations are clear on both sides of all work relationships and continually outline tasks and assign dates by which these should be met to avoid confusion and frustration.
- Work with managers, unions, MAUT to get staff and faculty involvement to go up
- Create a sense of ownership within the offices 'housing' CED so that all employees see the relevance of this day for their portfolios and thus, naturally and continually create links between what they do and what is done in CED
- Promotion needs to be done more aggressively and with the recruitment of student leaders and faculty champions



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- Coverage during the day needs to be done differently so as to result in much more photographs and related newspaper articles, radio coverage, and media talking about the day. One possible idea would be to engage student artists and student filmmakers and photographers as part of their engagement/volunteering for CED. Outside media such as CTV, CBC, and Global might be good sources as well.
- Create links between Mac Campus groups and Downtown Campus groups as a way to bring Mac campus into CED.
- Group leader training should start earlier. It should also take the form of two sessions with tasks to encourage a sense of ownership of the project.
- Continue working on a relationship with the school of information studies in terms of the database. This could be very useful for CED and groups such as Community Action Toolkit.
- There needs to be careful reflection on how best to encourage that persons who register actually show up to the activities. Accountability is paramount when working with community groups who have expectations. Using floors and ceiling in event planning is helpful in terms of planning for this but it is not enough in the cases where half the registrants do not show up. Messaging about accountability being a first step in community engagement might help this.
- The date of the event should remain fairly close to October 5th. However, it should not be the friday before Thanksgiving. Whatever the date chosen, choose it the winter semester before and make sure that MAUT approves the date and that professors and other offices know that this is the date in terms of their planning (syllabus, events, and otherwise).
- Work with the co-curricular beta program.
- Continuing working with Professors who include CED as part of their coursework (either as an option or a requirement). This helps to show participants that community engagement can add to their education and understanding.
- Find ways to support any projects/relations that come out of CED and find ways to connect them to the proper offices and projects. For example, if students are inspired to create a program with a community organization they worked with they can be referred to SSMU, their departmental associations, and/or CAT.

We would like to thank everyone who helped out and supported Community Engagement Day, without this help CED could not have been as successful as it was. Again, thank you!



4.1 APPENDIX Project Profiles



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4.1.1. Santropol Roulant / Edible Campus

Description of Activity: This project consists of **two parts**. Part one includes an educational/ informational tour of Edible Campus and of Santropol Roulant's rooftop gardens, compost facility, and kitchen on October 5th. Then, on October 19th, participants will help the Santropol Roulant team tear down the Edible Campus garden. This is a great opportunity to learn more about this local Meals-on-Wheels NGO while helping out with their urban gardening operation.

Dates: October 5th, 2012 & October 19th, 2012

Times: 9:45 am -12:00 pm October 5th, 2012; 2 hours on October 19th, 2012 anytime between 10:00 am to 4:00 pm

Location(s): Edible Campus (around Burnside) & Santropol Roulant (111 Roy East)

Project Specific Budget Expenses: N/A

Organizations Involved: 4

1. Santropol Roulant
2. Edible Campus
3. McGill School of Architecture's Minimum Cost Housing Group
4. Alternatives

Participants: 22

Group Leaders: 1

Community Members: 1 Guide + approx. 10 Santropol Staff & Volunteers

CED Registered Participants: 10

Learning Components: Urban Gardening, Sustainable and Healthy Eating, Access to Resources (Socio-economic status, mobility, and autonomy), Food Security, and Engagement

Co-Curricular Record Skills:

Societal & Civic Responsibility

Critical & Creative Thinking





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4.1.2. Homework Zone: Wow Lab Workshop

Description of Activity: Participants have the opportunity to help Homework Zone mentors put on a fun interactive WOW Lab science workshop with Homework Zone youth. This is a fun mentoring opportunity as well as a chance to become more familiar with the Homework Zone program and the WOW Lab blueprints and science activities.

Date: October 10th, 2012

Time: 1:30 p.m. - 4:00 p.m.

Location(s): Verdun Elementary (610 Desmarchais)

Project Specific Budget Expenses: Honorarium for Wow Lab Technicians + Rental of Equipment (100\$), Buying equipment for experiments (around 40\$) (Costs split with 4.1.4.)

Organizations Involved:

1. Homework Zone
2. Wow Lab
3. Lester B. Pearson
4. Verdun Elementary



Participants: 42

Group Leaders: 2

Community Members: 30 youth + 4-5 HZ volunteers

CED Registered Participants: 5

Learning Components: Mentorship, Access to Education, Education (Science), Ways of Learning

Co-Curricular Record Skills:

Communication & Interpersonal Skills

Teaching Competence

Societal & Civic Responsibility





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4.1.3. Homework Zone: Heart of the City Piano Program Workshop

Description of Activity: Participants will have the opportunity to help Homework Zone mentors and Heart of the City Piano Program mentors host a music workshop for Homework Zone youth. This is a great mentoring opportunity as well as a chance to become more familiar with the work done by HCPP and Homework Zone.

Date: October 9th, 2012

Time: 1:30 p.m. - 4:00 p.m.

Location(s): Riverview Elementary - 971 av. Riverview

Project Specific Budget Expenses: N/A

Organizations Involved:

1. Homework Zone
2. Heart of the City Piano Program
3. Lester B. Pearson
4. Riverview Elementary

Participants: 46

Group Leaders: 2

Community Members: 35 youth + 4-5 HZ volunteers

CED Registered Participants: 4

Learning Components: Mentorship, Access to Education, Education (Music), Ways of Learning

Co-Curricular Record Skills:

Communication & Interpersonal Skills

Teaching Competence

Societal & Civic Responsibility





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4.1.4. Heart of the City Piano Program / Homework Zone / Wow Lab

Description of Activity: Participants will have a unique mentorship opportunity in which they will help put on and guide youth through Music (Heart of the City Piano Program) and Science (Homework Zone presents WOW Lab) workshops. There will be a rotation of these workshops for grade four, grade five, and grade six classes at École Champlain. Please note that this activity requires French speaking and comprehension.



Three elementary classes (Grades 4,5, and 6), will take part in the Science and Music workshops in rotation. You will be asked to help workshop leaders and youth during the workshops. Find the schedule below:

Date: October 5th, 2012

Time: 7:00 a.m. -12:00 p.m.

Location(s): École Champlain - 2260, rue Logan



Project Specific Budget Expenses: Honorarium for Wow Lab Technicians + Rental of Equipment (100\$), Buying equipment for experiments (around 40\$) (Costs split with 4.1.2.)

Organizations Involved:

1. Homework Zone
2. Heart of the City Piano Program
3. Wow Lab
4. École Champlain

Participants: 74

Group Leaders: 4

Community Members: 60 students, + 3 Teachers

CED Registered Participants: 7



Learning Components: Mentorship, Access to Education, Education (Music), Education (Science), Ways of Learning

Co-Curricular Record Skills:

Communication & Interpersonal Skills

Teaching Competence

Societal & Civic Responsibility



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4.1.5. Rez Life / NDG Food Depot

Description of Activity: The volunteers who will be working on food portioning for the morning. NDG Food depot purchases, eggs, rice and beans in bulk and needs volunteers to help portion out these items to go in their baskets. Volunteers will be given a tour of the organization and get an opportunity to meet with the staff throughout the morning.

Date: October 5th, 2012

Time: 8:30 a.m. - 12:00 p.m.

Location(s): NDG Food Depot

Project Specific Budget Expenses: N/A

Organizations Involved:

1. NDG Food Depot
2. Rez Life

Participants: 12

Group Leaders: 1

Community Members: 4

CED Registered Participants: 8

Learning Components: Food Security, Access to Resources, Poverty, Empowerment

Co-Curricular Record Skills:

Critical & Creative Thinking

Societal & Civic Responsibility

Communication & Interpersonal Skills





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4.1.6. Community Clean-Up and Banner-Making (MPCC, SSMU, and New Rez)

Description of Activity: Volunteers from the Milton-Parc Citizens' Committee (MPCC) will lead historical walking tours around their neighbourhood, and participants will be invited to clean up the areas they learn about. Afterward, participants will help paint a banner with the MPCC for the Milton-Parc Community.

Date: October 5th, 2012

Time: 1:50 p.m. - 4:30 pm

Location(s): Milton-Parc Community

Project Specific Budget Expenses: Garbage bags and cloves (donation), banner materials (SSMU)

Organizations Involved:

1. SSMU
2. Milton Park Citizen's Committee
3. New Residence Hall

Participants: 47

Group Leaders: 2

Community Members: 2 (MPCC), 15 (New Res), Principal + 2

CED Registered Participants: 25

Learning Components: Community building, History of Milton Park, Fostering Positive Relations

Co-Curricular Record Skills:

Societal & Civic Responsibility

Integrity & Ethical Conduct

Communication & Interpersonal Skills





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4.1.7. Living Library

Description of Activity: Participants will have the opportunity to learn from people of diverse backgrounds and walks of life by “renting out” a minimum of two 30-minute conversations with these persons or “books” as they are called for the Living Library. This is a unique opportunity in learning about the diversity of lived experience in Montreal while engaging in a respectful and safe dialogue.

Date: October 5th, 2012

Time: 12:45 - 5:00

Location: RVC Residence Lounge - 3425 University Street

Project Specific Budget Expenses: N/A

Organizations Involved:

1. Living Library
indirectly - Student Services, First Year’s Office, School of Social Work

Participants: 24

Group Leaders: 3
Community Members: 7 + 3 TVM
CED Registered Participants: 11

Learning Components: Diversity, Breaking Stereotypes, Equity, Dialogue

Co-Curricular Record Skills:

Societal & Civic Responsibility
Communication & Interpersonal Skills





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4.1.8. Moccasin Walk

Description of Activity: CED participants will take part in an orientation session (October 5th) by speakers from the Kateri Memorial Foundation, the Kahnawake Cultural Center, and the Kahnawake Schools Diabetes Prevention Program. On October 6th, participants will go to Kahnawake and help with logistics and/or participate in the run. There will be fundraising efforts in the weeks before the event coordinated by Arts Senator Jimmy Gutman for a McGill contribution to the Foundation.

Date(s): October 5th, 2012 and October 6th, 2012

Time(s): 10:00am - 12:00pm (Oct. 5) / 5:00 am - 6:30 pm (Oct. 6)

Location(s): SSMU Breakout Room (2nd floor) / Kahnawake (Oct. 6)

Project Specific Budget Expenses: Bus to Kahnawake (459.00\$)

Organizations Involved:

1. Moccasin Walk
2. Kateri Memorial Foundation
3. Kahnawake Schools Diabetes Prevention Program
4. SSMU
5. Aboriginal Sustainability Project
6. KANATA
7. K103

Participants: 209

Group Leaders: 2

Community Members: 200

CED Registered Participants: 7

Learning Components: First Nations Health, Fundraising, Community Building, Community Engagement, Mohawk Culture

Co-Curricular Record Skills:

Societal & Civic Responsibility

Communication & Interpersonal Skills

Leadership



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4.1.9. Beyond Me / Ecomuseum

Description of Activity: Participants will accompany Beyond Me mentors and youth from the Montreal Oral School for the Deaf, Peter Hall School, and Summit School on a fun educational tour of the Ecomuseum.

Date(s): October 12, 2012

Time(s): 3:00 p.m. - 8:00 p.m.

Location(s): Ecomuseum (St-Anne-De Bellevue)

Project Specific Budget Expenses: Bus to Ecomuseum (380.00\$), Entrance Fee (500.00\$)

Organizations Involved:

1. Beyond Me
2. Ecomuseum
3. Peter Hall school
4. Summit School
5. Montreal Oral School for the Deaf

Participants: 22

Group Leaders: 2

Community Members: 15 (youth, BM volunteers, and parents)

CED Registered Participants: 5

Learning Components: Disabilities, Youth, Equity, Mentorship, Ways of Learning, Access, Discrimination, Biodiversity, Environment

Co-Curricular Record Skills:

Teaching Competence

Societal & Civic Responsibility

Communication & Interpersonal Skills





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4.1.10. Yellow Door / Hidden Gems / Chamber Music Without Borders

Description of Activity: Participants will take part in an afternoon of programming including a concert by McGill's Chamber Music Without Borders, a presentation by Hidden Gems, and a tea and conversation hour with Yellow Door members.

Date(s): October 5, 2012

Time(s): 1:10 p.m. - 4:30 p.m.

Location(s): Yellow Door Community Space 3640 Parc Avenue

Project Specific Budget Expenses: Rental Fee (donation): 300\$

Organizations Involved:

1. Yellow Door
2. Chamber Music Without Borders
3. Hidden Gems

Participants: 56

Group Leaders: 3

Community Members: 23

CED Registered Participants: 30



Learning Components: Volunteerism, Senior Isolation, Intergenerational Learning, Access to Resources

Co-Curricular Record Skills:

Societal & Civic Responsibility

Communication & Interpersonal Skills

Life Skills



YD The Yellow Door
La Porte Jaune





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4.1.11. SPEAK UP! Bursting the bubble

Description of Activity: Participants will take part in a public discussion about ways in which to breach the university-community divide. This is a unique learning and reflection opportunity to engage with ideas pertaining to community engagement.

Date(s): October 5, 2012

Time(s): 9:55 a.m. - 11:30 a.m.

Location(s): Lower Field CED Tent

Project Specific Budget Expenses: N/A

Organizations Involved:

1. McGill School of Continuing Studies' Personal & Cultural Enrichment Program
2. The School of Social Work
3. Vision 2020

Participants: 36

Group Leaders: 2

Community Members: 2

CED Registered Participants: 32

Learning Components: Breaching the university-community divide, community engagement

Co-Curricular Record Skills:

Societal & Civic Responsibility

Communication & Interpersonal Skills

Critical and Creative Thinking



School of	École
Continuing Studies	d'éducation permanente
Personal and	Programmes de
Cultural	perfectionnement
Enrichment	personnel et culturel



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4.1.12. SPEAK UP! The next change generation

Description of Activity: Participants will take part in a public discussion about ways in which to promote social engagement in youth. This is a unique learning and reflection opportunity to engage with ideas pertaining to community engagement.

Date(s): October 5, 2012

Time(s): 12:50 p.m. - 3:00 p.m.

Location(s): Lower Field CED Tent

Project Specific Budget Expenses: N/A

Organizations Involved:

1. Community Action Toolkit
2. Head and Hands
3. Vision 2020

Participants: 25

Group Leaders: 1

Community Members: 2

CED Registered Participants: 22

Learning Components: Community Engagement, Leadership, Youth, Social Engagement, Education and Engagement

Co-Curricular Record Skills:

- Societal & Civic Responsibility
- Communication & Interpersonal Skills
- Leadership
- Critical and Creative Thinking





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4.1.13. Project 10 / Union for Gender Empowerment

Description of Activity: CED participants will take a guided historical and critical tour of the Gay Village led by P10 Coordinator Bruno Laprade and then take part in an educational workshop on Transallyship facilitated by the Union For Gender Empowerment.

Date(s): October 5, 2012

Time(s): 12:30 p.m. -5:00 p.m.

Location(s): The Gay Village

Project Specific Budget Expenses: N/A

Organizations Involved:

1. Project 10
2. The Union for Gender Empowerment

Participants: 20

Group Leaders: 2

Community Members: 6

CED Registered Participants: 12

Learning Components: Queer issues, Queer youth, Queerphobia, Heterosexism, Allyship, Trans issues, Access, Commodification of culture

Co-Curricular Record Skills:

Societal & Civic Responsibility

Communication & Interpersonal Skills





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4.1.14. St. Monica School Garden

Description of Activity: Participants will help St. Monica School Garden Coordinators hold a Harvest Party as a way to celebrate the garden at the end of the season. This will include preparing corn and apple crisp for the event as well as manning booths and activities for the youth involved.

Date(s): October 5, 2012

Time(s): 10:00 a.m. - 4:30 p.m.

Location(s): St. Monica School Garden (NDG) - 6440 rue Terrebonne

Project Specific Budget Expenses: Food Donation 200.00\$

Organizations Involved:

1. PFF Community Leadership Program
2. St. Monica School
3. St. Monica School Garden
4. Action Communiterre

Participants: 223

Group Leaders: 2

Community Members: 208

CED Registered Participants: 13

Learning Components: Food Security, Mentorship, Sustainability, Community Building, Urban Gardening, NDG

Co-Curricular Record Skills:

Teaching Competence

Societal & Civic Responsibility

Communication & Interpersonal Skills





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4.1.15. Soverdi / The Conservationists

Description of Activity: CED Participants will learn about the importance of urban forest biodiversity and inventory and in small groups, they will help Soverdi inventory the urban forest around École Calixa Lavallée and La Voisinierie using a new innovative i-phone app.

APP name: Branché

Requirements: iPhone 3Gs, with cellular data (3G/4G), iPad 2 with cellular data (3G/4G), and iOS 6 must be installed first.

Date(s): October 5, 2012

Time(s): 8:00 a.m. - 13:00 p.m.

Location(s): Montreal North

Project Specific Budget Expenses: N/A

Organizations Involved:

1. Soverdi
2. La Voisinierie
3. The Conservationists
4. École Calixa Lavallée

Participants: 11

Group Leaders: 4

Community Members: 4

CED Registered Participants: 3

Learning Components: Urban Forests, Urban Planning, Green Spaces, Montreal North, Community Building

Co-Curricular Record Skills:

Societal & Civic Responsibility

Communication & Interpersonal Skills





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4.1.16. QPIRG / IWC

Description of Activity: Participants will learn about the Immigrant Workers Centre and some of the issues this organization addresses. Participants will partake in a brainstorming session involved in thinking of ways to fundraise for the IWC in the aims of putting on a fundraiser in the following months (with the support of CED).

Date(s): November 19th, 2012

Time: 3:45 - 6:30

Location(s): Immigrant Workers Centre
Project Specific Budget Expenses: N/A

Organizations Involved:

1. Immigrant Workers Centre
2. QPIRG- MCGILL



Participants: 18

Group Leaders: 2

Community Members: 4

CED Registered Participants: 12

Learning Components: Immigration, Immigrant Worker issues, Access, Discrimination, Refugees, Campaigns, Côte-des-neiges

Co-Curricular Record Skills:

- Societal & Civic Responsibility
- Communication & Interpersonal Skills
- Critical and Creative Thinking





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4.1.17. B.U.M.P. - Burgundy Urban Mediation Project

Description of Activity: This two-part mentorship opportunity will begin with a meet and greet at the BUMP community center where participants will take part in a silk-screening workshop with the youth and get to know their mentee. The second part of the project will take place in later October/beginning of November where mentees will shadow their McGill mentor for a half day on campus.

Date(s): October 5, 2012, November 29th, 2012

Time(s): 3:30 p.m. - 6:00 p.m., from 5:00 p.m. - 8:00 p.m.

Location(s): Bump Office (Coalition Hall 741 des seigneurs)

Project Specific Budget Expenses: Skillshare Honorarium (150\$) , Notebooks (60\$)

Organizations Involved:

1. BUMP
2. Ste- Emily Skillshare

Participants: 33

Group Leaders: 2

Community Members: 21

CED Registered Participants: 10



Projet de Médiation Urbaine/Burgundy Urban Mediation Project

Learning Components: Access to Education, Mentorship, Skillsharing, Mediation, Little Burgundy, Poverty

Co-Curricular Record Skills:

Societal & Civic Responsibility

Communication & Interpersonal Skills

Teaching Competence

Life Skills





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4.1.18. Rez Life / Share the Warmth

+

4.1.18.1 Rez Life / Share the Warmth

Description of Activity: Students will get a tour of Share the Warmth and its operations. Then, students will help inventory and organize the school room for Share the Warmth. (Plans changed and the first group helped with food donations and food baskets while the second group helped with christmas cards).

Date(s): November 7th, 2012

Time(s): 8:15 a.m. - 12:00 p.m and 12:15 p.m. - 4:00 p.m.

Location(s): Share the Warmth

Project Specific Budget Expenses: N/A

Organizations Involved:

1. Share the Warmth
2. Res Life

Participants: 20

- Group Leaders: 2
- Community Members: 10
- CED Registered Participants: 8

Learning Components: Poverty, Access to Resources, Food Security, Alternative Justice (Suspension Program), Disabilities, Community Building, Volunteerism

Co-Curricular Record Skills:

- Societal & Civic Responsibility
- Communication & Interpersonal Skills





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4.1.19.1 CKUT! Campus - Community Radio: "Off The Hour" Workshop

+

4.1.19.2 CKUT! Campus - Community Radio: Soldering 101

+

4.1.19.3 CKUT! Campus - Community Radio: DJ Mixing Workshop

Description of Activity: CKUT is a campus-community radio. For CED, CKUT is offering three workshops that will help participants gain tools for community engagement: (1) In this workshop, participants will learn how to produce a segment of Off The Hour, (2) In this workshop, participants will learn how to solder, (3) In this workshop, participants will learn how to do DJ mixing in studio.

Date(s): October 5, 2012

Time(s): 12:00 p.m. - 6:00 p.m./ Group A: 11:00 a.m. -12:00 p.m. & Group B: 4:00 p.m. - 5 p.m./ 1:00 p.m. - 3:00 p.m.

Location(s): CKUT 3647 University Street

Project Specific Budget Expenses: N/A

Organizations Involved:

1. CKUT

Participants: 24

Group Leaders: 3

Community Members: 3

CED Registered Participants: 18

Learning Components: Community Building and Bridging, Community Radio, Skillsharing, Empowerment, Grassroots media

Co-Curricular Record Skills:

Communication & Interpersonal Skills

Life Skills





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4.1.19.4 CKUT! Campus - Community Radio: Anti-Oppression and the Radio

Description of Activity: An interactive workshop that explores how CKUT's Native Solidarity News and the Homelessness Marathon use an anti-oppression framework to create change in the local communities and broadcast the voice of the voiceless.

Date(s): November 15, 2012

Time(s): 2:00 p.m. - 4:30 p.m.

Location(s): QPIRG Conference Room at 3647 University Street

Project Specific Budget Expenses: N/A

Organizations Involved:

1. CKUT
2. Media Coop
3. Native Solidarity News
4. Radio Moon

Participants: 13

Group Leaders: 1

Community Members: 5

CED Registered Participants: 7

Learning Components: Anti-oppression, Solidarity, Indigenous Media, Community Building and Bridging, Community Radio, Mental Health, Empowerment, Grassroots media

Co-Curricular Record Skills:

Societal & Civic Responsibility

Communication & Interpersonal Skills

Integrity & Ethical Conduct





COMMUNITY ENGAGEMENT DAY

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4.1.20. Vitaminsport / Tyndale St-Georges Community Centre

Description of Activity: CED participants will help Vitaminsport members host a small sports scrimmage for the youth at Tyndale St-Georges Community Centre. This will be accompanied by a healthy eating talk and tasty and healthy snacks for the kids and other participants.

Date(s): October 5, 2012

Time(s): 3:00 p.m. - 8:00 p.m.

Location(s): Tyndale St-Georges Community Centre

Project Specific Budget Expenses: Pinnies (224.95\$)

Organizations Involved:

1. Vitaminsport
2. Centre Tyndales St-Georges

Participants: 87

Group Leaders: 5

Community Members: 75 youth + 2-3 workers

CED Registered Participants: 4



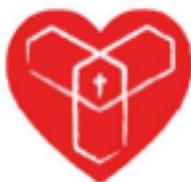
Learning Components: Healthy Living, Sports, Youth, Mentorship, Access to Education, Poverty, Little Burgundy

Co-Curricular Record Skills:

Societal & Civic Responsibility

Communication & Interpersonal Skills

Teaching Competence



Centre Communautaire
Tyndale St-Georges
Community Centre





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4.1.21. Afternoon Tea with the South Asian Women's Community Centre

Description of Activity: Through a partnership between SEDE and SAWCC, there will be a meeting between coordinators of the centre and various McGill persons from various disciplines, services, and offices to discuss further partnership possibilities and workshop building as per the request of the Centre.

Date: October 5th, 2012

Time: 1:30 - 3:30

Location(s): South Asian Women Community Centre

Project Specific Budget Expenses: N/A

Organizations Involved:

1. SEDE
2. SAWCC
3. School of Social Work
4. McGill Domestic Violence Clinic

Participants: 12

Group Leaders: 1

Community Members: 7

CED Registered Participants: 4



Learning Components: South Asian Cultures, Knowledge Sharing, Building Partnerships, Women, Immigration, Refugees

Co-Curricular Record Skills:

Societal & Civic Responsibility

Communication & Interpersonal Skills

Dissemination of Research & Knowledge Translation





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4.1.22. McGill Dentistry Run for Outreach

Description of Activity: The Dental Outreach program works with the Montréal community to provide free basic dental care to those who cannot access private dental care due to psychological disability or financial hardship. This year they organized the 5th Run for Outreach to help fund their clinics. CED partnered up with Run for Outreach.

Date: September 29, 2012

Location(s): Du Parc

Project Specific Budget Expenses: N/A

Organizations Involved:

1. McGill's Dentistry Outreach Program

Participants: 43

Group Leaders: N/A

Community Members: N/A

Registered Participants: 43



4.2 APPENDIX Budget Profile

4.2.1. Community Engagement Day Coordinators

Salaries				
Revenue				
Description	Projected	Actual	Variance	Actual Notes
SPF Fund	\$20,000.00	\$20,000.00		
CEC	\$4,000.00	\$4,000.00	\$-	
SEDE	\$8,000.00	\$8,000.00	\$-	
Total Revenue	\$32,000.00	\$32,000.00	\$-	
Expenses				
Description	Projected	Actual	Variance	Actual Notes
Project Coordinator	\$16,000.00	\$16,000.00		
Communications Coord.	\$16,000.00	\$16,000.00	\$-	
Total Expenses	\$32,000.00	\$32,000.00	\$-	
Surplus / Deficit	\$-	\$-		



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4.2.2. Office Infrastructure

Infrastructure				
Revenue				
Description	Projected	Actual	Variance	Actual Notes
SPF Fund	\$2,500.00	\$2,500.00		
Total Revenue	\$2,500.00	\$2,500.00	\$-	
Expenses				
Description	Projected	Actual	Variance	Actual Notes
Tents	\$250.00	\$114.96		
Banner Materials	\$200.00	\$210.10	\$-	
Total Expenses	\$450.00	\$325.06	\$-	
Working Surplus / Deficit	\$2,050.00	\$2,174.94		



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4.2.3. Publicity

Publicity		
Revenue		
Description	Projected	Actual
SPF Fund	\$3,000.00	\$3,000.00
SEDE - Logo		
Total Revenue	\$3,000.00	\$3,000.00
Expenses		
Description	Projected	Actual
Logo - Bernard	\$450.00	\$517.39
Logo - Jon	\$75.00	\$75.00
Video - Eric Bent	\$700.00	\$800.00
Fliers -	\$250.00	\$162.50
Video Donation	\$200.00	\$200.00
Photos	\$150.00	\$375.00
Unknown**clarifying with Jen		\$252.56
max printing job		\$68.04
additional posters		\$22.96
800 poster cards		\$225.52
Posters + fliers	\$222.22	\$222.22
Booklets	\$400.00	\$183.33
Total Expenses	\$2,447.22	\$3,104.52
Working Surplus / Deficit	\$552.78	-\$104.52



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4.2.4. Website

Website Budget				
Revenue				
Description	Projected	Actual	Variance	Actual Notes
SPF Fund	\$5,000.00	5,000	-\$5,000.00	
Total Revenue	\$5,000.00	\$-	-\$5,000.00	
Expenses				
Description	Projected	Actual	Variance	Actual Notes
Web Design	\$2,000.00	\$2,000.00	\$-	
Hosting Costs	\$50.00	\$48.31	-\$1.69	
Translation**	\$500.00	\$554.20	\$54.20	
Total Expenses	\$2,550.00	\$2,602.51	\$52.51	
Surplus / Deficit	\$2,450.00	\$2,397.49		



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4.2.5. Transportation

Transportation				
Revenue				
Description	Projected	Actual	Variance	Actual Notes
SPF	\$500.00	\$500.00	\$-	
SSMU	\$200.00	\$200.00	\$-	
ASP	\$100.00	\$100.00	\$-	
Total Revenue	\$800.00	\$800.00	\$-	
Expenses				
Description	Projected	Actual	Variance	Actual Notes
Bus to Arboretum (MAC)	\$373.67	\$380.00	\$6.33	
Bus to Kahnawake	\$600.00	\$459.00	-\$141.00	200 SSMU, 100 ASP
Travel to Kahnawake	\$80.00	\$90.00	\$10.00	
Leftover tickets used			\$-	
Total Expenses	\$1,053.67	\$929.00	-\$124.67	
Surplus / Deficit	-\$253.67	-\$129.00		



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4.2.6. Room Rentals

Room Rentals				
Revenue				
Description	Projected	Actual	Variance	Actual Notes
SPF Fund	\$1,000.00	\$1,000.00		
Living Library	\$150.00	\$150.00	\$-	trudy
PGSS	\$453.39	\$453.39	\$-	Ballroom
Innovation Fund	\$1,000.00	\$1,000.00	\$-	Breakout Room
Total Revenue	\$2,603.39	\$2,603.39	\$-	
Expenses				
Description	Projected	Actual	Variance	Actual Notes
Tent Rental	\$971.54	\$1,184.87		
PGSS	\$453.39	\$632.36	\$178.97	
RVC - Living Livrary	\$150.00	\$150.00		
Yellow Door	\$300.00	\$300.00	\$-	
RVC- Appreciation Event		\$175.00	\$175.00	
Chairs	\$47.50	\$47.50	\$-	
Total Expenses	\$1,922.43	\$2,489.73	\$353.97	
Surplus / Deficit	\$680.96	\$113.66		

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4.2.7. Materials for CE Day Activities

Materials for CED Day				
Revenue				
Description	Projected	Actual	Variance	Actual Notes
SPF	\$2,250.00	\$2,250.00	\$-	
500\$ worth of Tea - Donated			\$-	
Total Revenue	\$2,250.00	\$2,250.00	\$-	
Expenses				
Description	Projected	Actual	Variance	Actual Notes
Tshirts	\$2,000.00	\$1,943.08	-\$56.92	
Bandanas	\$2,500.00	\$2,028.16	-\$471.84	
Food for Appreciation event	\$400.00	\$321.93	-\$78.07	
Food General	\$700.00	\$807.45		
St. Emilie Skillshare	\$200.00	\$150.00		
Honorarium WOW Lab	\$100.00	\$100.00		
P.A. System	\$20.00	\$8.75		
Food For St.Monica	\$200.00	\$200.00	\$-	
Notebooks - BUMP	\$60.00	\$60.00		
Beyond Me - Entrance	\$500.00	\$500.00	\$-	
Pinnies	\$200.00	\$224.95	\$24.95	
Canning Workshop	\$200.00	\$200.00		
Total Expenses	\$7,080.00	\$6,544.32	-\$581.88	
Surplus / Deficit	-\$4,830.00	-\$4,294.32		

4.3. APPENDIX
Letters from Community Groups

4.3.1. B.U.M.P



Projet de Médiation Urbaine/Burgundy Urban Mediation Project

B.U.M.P
719 des Seigneurs
Montreal, QC
H3J 1Y2

To Whom It May Concern:

My name is Ronald Mungal, I work for the Burgundy Urban Mediation Project. BUMP uses community mediation as a means of resolving conflicts reinforcing the social bonds for the prevention of violence and improving the living conditions in Little Burgundy.

In October 2012, BUMP had the privilege of participating in the event Community Engagement day organized by the McGill SEDE department, a great initiative to develop partnerships with community organizations and engage in various activities.

The collaboration was very important for BUMP, Little Burgundy has had very few residents or youth that have attended university, much less McGill which has a prestigious reputation. The goal for us was to have youth meet and engage with current students, to give a sense of what it means to be a College student and benefits of being a part of an institution like McGill. Our activity was 'Silk Screening'. Employees from St Amelie's organization provided the silk screening equipment.

The youth who participated really enjoyed themselves; they got to learn a new skill and managed to engage in dialogue with many of the students. In November 2012, a second part of our partnership was for BUMP to bring a handful of youth to McGill University where they received a tour of various buildings on campus and got the feeling of what they could be experiencing in a few years should they decide to further pursue their education.

Our partnership with the SEDE department is a valuable one. Since meeting with the Coordinators BUMP and our youth has truly benefitted from the services of the department, a partnership I hope to continue in the future. It was a great activity.

Thank you!

If more information is needed, I can be contacted at 514-931-3157 or by email at: ronmungal75@gmail.com

Sincerely,

Ronald Mungal
BUMP Coordinator

4.3.2. Santropol



Lundi, le 10 décembre 2012

À qui de droit,

Le but de la présente est d'offrir notre soutien à la Journée d'engagement communautaire (JEC) organisée par le groupe SEDE de l'Université McGill.

Le Santropol Roulant a eu le plaisir de participer à la première édition de la Journée d'engagement communautaire le 5 octobre dernier. Nous avons eu la chance de faire connaître notre organisme à une vingtaine de participants lors de cette journée. En plus d'une visite dans nos jardins urbains situés à même le campus de l'université McGill, les participants ont pu connaître notre quartier général situé sur la rue Roy sur le Plateau Mont-Royal. C'est en effet à cet endroit que s'effectue la majorité de nos activités en sécurité alimentaire et en engagement jeunesse, notamment par le biais de notre service de popote roulante offerte à des personnes à mobilité réduite et notre programme d'agriculture urbaine.

Le Santropol Roulant étant partenaire avec l'université McGill depuis maintenant 6 ans grâce au Jardin du campus comestible (<http://www.mcgill.ca/mchg/projects/ediblecampus/>) situé sur la terrasse du pavillon Burnside, la JEC a été une belle occasion de renforcer nos liens avec la communauté mcgilloise et d'appuyer une initiative permettant de créer des ponts entre l'université et la communauté montréalaise.

Notre participation à la journée s'est avérée une belle expérience en soi, nous permettant de faire connaître nos activités aux étudiants participants à la JEC. Suite à leur expérience, certains étudiants participants ont été intéressés à en savoir plus sur notre organisme et sur comment s'impliquer. Par cela, nous considérons que l'événement fut un réel succès.

Nous sommes fiers d'avoir participé à la première JEC et espérons qu'elle continuera d'avoir lieu pour les années à venir. Étant un organisme ayant déjà plusieurs liens forts avec l'université McGill (plusieurs de nos bénévoles y sont étudiants), nous ne voyons que des avantages à la création de nouveaux partenariats entre l'université McGill et la communauté dans le futur.

111 Roy est - Montréal, Québec H2W 1M1 - CANADA
514-284-9335 tél - www.santropolroulant.org - info@santropolroulant.org
charitable registration / no.enr.# 140717141RR0001

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En espérant que notre témoignage permettra à la JEC de continuer d'exister comme une fierté mcgilloise.

Pour toutes questions ou commentaires concernant notre expérience avec la Journée d'engagement communautaire, prière de nous contacter aux coordonnées ci-dessous.

Merci à l'avance pour votre soutien et veuillez agréer nos sentiments les meilleurs,

Noémie Desbiens Riendeau
Coordonnatrice à la vie communautaire
noemie@sanropolroulant.org
514-284-9335

Pierre-Vincent Breault-Ruel
Directeur de l'agriculture urbaine
pierre-vincent@sanropolroulant.org
514-284-9335

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charitable registration / no.enr.# 140717141RR0001

4.3.3. Homework Zone

To the CED Coordinators,

One of the joys of partnering with CED was having the opportunity to introduce the community of Verdun to students who may never find themselves there or who may have not heard of this borough. By having volunteers travel in order to volunteer, it is a truer engagement with the community as they familiarize themselves with Verdun. Also, the encouragement to debrief with the volunteers following the volunteer experience opened a dialogue about topics Homework Zone tackles. It was very special to see the volunteers grapple with the idea of inequitable access to education being present in the year 2012. Together, we unpacked the less than obvious barriers facing students in the Verdun community.

The sustainability of Homework Zone heavily relies on consistent recruitment of volunteers. Being a part of CED exposed more McGill students to experience mentoring with HZ. Also, being part of the CED volunteer resource database helps us to get our name out to students, staff and alumni (all of whom could potentially participate in the program). I hope this exposure will help program recognition by possible volunteers during the recruitment process.

Of course, of great importance were the connections CED fostered between HZ, Wow Lab and Heart of the City Piano Program (HCPP). A result of the connection made with HCPP is a partnership to share practices as HCPP develops a tutoring program of their own in one of their partner schools. WE also hope to continue working with HCPP to bring more workshops to our Homework Zone kids in Winter.

CED also filled an obvious need for Homework Zone by providing two workshops during our Fall 2012 program. The HZ program is based on a balance of homework help and creative/experience-building workshops. The CED connections to Wow Lab and HCPP brought a science and a music workshop, as well as inspiring adult figures for the kids and mentors to interact with.

Thank you for the experience,

Lauren Thurber
Homework Zone Coordinator

4.3.4. Heart of the City Piano Program

Montreal Heart of the City Piano Program
www.heartofthecity.ca/montreal/
Student's Society of McGill University
3600 McTavish, Suite 1200, Mailbox #6
Montreal, QC H3A 1Y2
*"Nurturing Success and Empowering
Children"*



Dear Pamela and Max,

Thank you for recruiting the Montreal Heart of the City Piano Program for the first Community Engagement Day!

The project allowed us to expose new volunteers to our mission of increasing disadvantaged students' self-esteem and motivation through musical education. It also allowed us to bring our activities to more children, beyond the reach of the four schools where our program has been established.

Our partnerships with WOW Science Labs and Homework Zone were enlightening, as they allowed us to learn about and observe the functioning of other McGill organizations with a similar goal. Homework Zone especially impressed upon us the importance of facilitating discussion amongst volunteers to allow them to share their experiences; and this is a goal we are striving to integrate into our organization's structure.

Homework Zone has also proven an important partner in our new undertaking. Next semester, we will be expanding our program to include tutoring at one of our four schools. This project has been accelerated through a partnership with HZ, whereby we will be building on their tutor recruitment, training and support. Furthermore, the Montreal HCPP plans to bring piano workshops to two of the other elementary schools where HZ is established.

We hope that we may be able to participate in future Community Engagement Days, as the first one has allowed us to forge great community connections, and has proven extremely helpful in the improvement and expansion of the Montreal HCPP.

Sincerely,

The Montreal HCPP Executive 2012-13

4.3.5. New Residence Hall

(via email)

Community Engagement Day October 5th was a terrific forum to bring together members of the Milton Parc Community and students/staff of New Residence Hall and McGill. Starting with an historical walk around the neighbourhood led by longtime MPC activists such as Helene Brisson, students gained an appreciation of how Milton Parc was the home of artists and academics and how it got its wonderful “esprit urbaine”. Once at New Residence Hall, students had a chance to express their thoughts about Milton Parc and engage in a wider dialogue with the MPC representatives about sharing space respectfully and proactively. With the participation of Principal Heather Munroe Blum in this event, it was clear that this relationship with the Milton Parc community is very important to the university and all present wish to continue this form of co-operative dialogue. Plus it was a great day to enjoy a walk in the fresh air, good company and slushies!

Brenda Shanahan
Director, New Residence Hall

4.3.6. Soverdi

(via email)

Hi Pamela

Community Engagement Day was a real plus for SOVERDI and Calixa-Lavallée secondary school in Montréal-Nord. Ivy, Meredith, Stephanie, Curtiss and Jordan did a wonderful job. Only a few minutes after discovering the application “Branché”, they were able to log all the trees in the largest section of the campus. That is well over 150 trees. The principal Dominic Blanchette and his assistant, Steve Lafrenière accompanied the group throughout the experience and were enthusiastic about the future use of that inventory for academic purposes. Both equipped with their own i-Phones, they will certainly be able to finish the job all by themselves.

When time came to end the tour of the trees because of a cold downpour, we took time to review the observations made by the members of the group. Their remarks and those they submitted during the action to Thierry Gendron, the developer of the application, will be precious in improving “Branché” prior to a more public launch next spring.

Thank you again. I am looking forward to other collaborations.

Pierre Bélec

4.3.7. St. Monica School Garden

January 20th, 2013

To the fabulous CED coordinators,

Thank you both so much for all your efforts in organizing the inaugural McGill Community Engagement Day, and for selecting the St. Monica School Garden Program as one of your community partners. Thanks to the help and support of you and the McGill volunteers, we were able to hold a school-wide Harvest Party to celebrate the first year of the garden program that was initiated at the school.

Over 200 students, as well as faculty and staff, had the afternoon off from classes and participated in games, crafts, and eating stations that were run by the CED volunteers. The volunteers were fantastic. They had positive attitudes and worked hard. They took initiative to find ways to be helpful and were genuinely interested in the garden program itself.

Without the support of the CED coordinators and volunteers we really would not have been able to put on this harvest party. It was a meaningful celebration for myself and the school, which has little funds to organize events such as these. I also appreciate all the preparation put into the organization of the day before hand, including the website launching and the training/orientation with the group leaders. It was great to have an opportunity to meet them and speak with them about the details of the day.

Again, thank you so much for allowing our school and program to be involved in CED. It was a wonderful opportunity for the school and provided me with excellent event coordination experience as well. A highly memorable day for all of us!

Sincerely,

Lauren Pochereva
St. Monica School Garden Program Coordinator
McGill PFF Community Leadership Fellow 2012