



# SP0134 Final Report

Please answer the following questions and return the completed form to the [SPF Staff](#) via e-mail.

**Project Title:** Les Poules du Campus Macdonald

**Final Report prepared by:** Frédéric Rivard

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**Actual Project Start Date:** \_\_\_\_\_ **Actual Project End Date:** \_\_\_\_\_

**1. Please summarize the project and its key accomplishments in 1-2 sentences.**

(400 characters maximum)

The project Les Poules du Campus Macdonald (PPCM) provides a key infrastructure to the Macdonald Campus Farm (MCF). Not only does it act as a home for layers and a facility for egg production, it is also an education station for demonstration purposes and a common resource to promote agriculture and food education.

**2. Did your team achieve your project's goal? In your answer, please describe the impact your project had on McGill's structures, processes, and/or systems. Also, please specify how this positively transformed people's behaviors/perspectives/habits on McGill campus(es).**

(Unlimited characters, suggested minimum ½ page or approximately 250 words)

Yes we definitively achieved our project's goal. Our main objective was to create a common resource that would make the link between different organization pillars at McGill University. The three main pillars on which we focused are the (1)Student Clubs, the (2)Macdonald Campus Farm and the (3)Faculty of Agricultural and Environmental Sciences (See Appendix 1).

(1) PPCM creates a link between different student clubs;

- Farm to School Project Club: Takes care of the egg production operation and uses the coop while the academic year and the Summer Farm to School Camp to create educative modules and to explain basic laying hen biology, egg production, hen dietary needs, etc.
- The Out of the Garden Project Club: Uses the eggs to prepare meals and breakfasts for the students and employees of the McGill community.
- Macdonald Student-run Ecological Garden Club: Feeds the hens with unsalable vegetables (rotten, weirdly-shaped, unattractive), uses the hens to weed garden plots, and make compost with the hen manure in expectation of using it as a fertilizer source.

(2) PPCM creates a link with the Macdonald Campus Farm;

- The MCF used the coop for the 2015 farm summer tours offered to the public, families and kids from elementary schools.
- The MCF used the coop for the 2015 UPA Portes ouvertes sur les fermes du Québec (Québec's Agricultural Producer Union Open House on Québec's Farms - <http://portesouvertes.upa.qc.ca>).
- The MCF will use the coop for education purposes in expectation of the future Macdonald Campus Farm Engagement Center (<https://www.mcgill.ca/macdonald/alumni/giving/interpretivecentre>).

(3) PPCM creates a link with the Faculty of Agricultural and Environmental Sciences

- Many partnerships are and have been discussed with professors/academic staffs. For instance, the coop was used as demonstration tools in classes related to animal production and agriculture this 2015 Fall semester. The coop is also expected to be used in food production related-classes in the future semesters.

PPCM transforms people behavior in providing an infrastructure that seeks to educate the community about egg production. Not only can people purchase eggs, they can also visit and have a direct link with their

producer, PPCM. The project also seeks to raise awareness about local food production and the business side of any agricultural activities.

PPCM also transforms habits on campus in that it provides a way for student clubs and McGill organizations to get an access to locally produced eggs. In the context of the 2015 Macdonald Campus Students Society Procurement Policy, PPCM encourages student clubs in participating in their local food systems and offers the possibility to purchase eggs that have been produced according to ethic principles; locally produced in the respect of the environment and animal behavior, as well as accessible to the community.

### 3. Please describe the key successes and challenges of your project. (Minimum of two examples for each)

(Unlimited characters, suggested minimum ½ page or approximately 250 words)

The achievement of the coop construction led to many successes. PPCM was achieved in combining the efforts of individuals of different study backgrounds; agricultural sciences (Frédéric Rivard) and engineering sciences (Jean-Batiste Trottier). PPCM also succeeded in reaching its main goal; creating a common resource that would make the link between different organization pillars at McGill University (explanations provided in the previous question). PPCM succeeds in promoting agriculture. PPCM is an education station used by the Macdonald Campus farm as well as many student clubs for agricultural education purposes. PPCM also offers a new model of small-scale local egg production that stresses animal welfare ethics in providing a home for layers where they can express their natural behavior (scratching, sand bathing, running, perching, extending their wings, etc.)

PPCM faced many challenges. The most challenging issues were the financial and legislative aspects of the project. To concretize the project, we had to look at the possibility of the project to cover its costs of production by generating sufficient revenues and how we would market the produced eggs. We also had to convince the Ministère de l'agriculture, des pêcheries et de l'alimentation du Québec (MAPAQ) as well as the McGill Animal Care Committee (MACC) that our project would respect the laws provided under both jurisdictions. Then, we had to find an organization, the Farm to School Project Club, which would take care of the coop once our study program would be completed and that we would not be at Macdonald Campus anymore. That way, PPCM can be sustainable and lasting in the long-term.

### 4. What key points of advice or *lessons learned* would you give to other SPF teams either regarding your experience managing your project or the project itself?

(Unlimited characters, suggested minimum ½ page or approximately 250 words)

#### Lesson 1: Plan ahead

There is always a long preparation process behind any project. It starts with a vague idea that has to be refined in order to set objectives and to concretize the project. It is crucial to plan ahead before applying to the SPF. It took us one year between our first draft idea of building a coop and writing down the application.

#### Lesson 2: Make sure your project is achievable

To make sure your project is achievable an inquiry is necessary. Start by looking at the legislative aspects of your project. For instance, for this project, it was necessary to determine whether it would possible to add such a hencoop facility to the Macdonald Campus Farm facilities, whether we would be allowed to sell our eggs on Macdonald Campus, and whether this initiative would be supported by stakeholders on Macdonald Campus. Having all these initial conditions, it would not have been possible to start the PPCM as it is today.

Leading such an inquiry may results in contacting numerous organizations and meeting new people. For instance, we had to deal with the MAPAQ as well as the Canadian Food Inspection Agency to get an

authorization to sell eggs on Macdonald Campus. It is important to look at all the different organizations that may have a legislative jurisdiction upon your project. For instance, we did not know that we had to contact the MACC at the project early stages. This was a big mistake since we required their approbation to have hens at the MCF. It took almost a year before we got their approbation, which slowed considerably our project.

Finally, prepare a report on all the completed steps to have a rough idea of what the project will be, considering these legislative aspects. This is essential in order to prepare a good application to the SPF.

### Lesson 3: Hire qualified staff and combine different domains

What helped Frédéric Rivard the most to manage the PPCM was the fact that he had the chance to select people who worked on the project with him. It is necessary to select people that are qualified in what they do. It is also good to select people with different background than yours. For instance, he hired his engineer friend, Jean-Batiste Trottier, to help him to build the coop. His experience on construction and on engineering project was essential to build a structure that would last in the long-term. Then, Frédéric's experience with farming, laying hens and chicken production helped them to determine the best design considering construction and hen behavior constraints.

### Lesson 4: Plan your finances

Although the SPF will reimburse all your expenses, you have to be a good manager what you purchase and how you purchase it.

The SPF team can easily purchase items online via the SPF credit card. The SPF team can also easily purchase items from stores where they have an account. Nevertheless, you will have to provide liquidity in all other circumstances and you will have to prepare an expense report to be reimbursed. Although the reimbursement process is not complicated, it may be long, as it does not depend upon the SPF team, but upon the McGill Financial Services. Therefore, if you have expensive items to purchase, favor any items that can be purchased online. Otherwise, you may have to be patient to get reimbursed.

### Lesson 5: Find a stakeholder for long-term sustainability of your project

You may be taking care of you project for the rest of your time at McGill University. Nevertheless, it is necessary to find a stakeholder that will take care of you project once you are done studying at McGill. We had to contact Dr. Caroline Begg and the students of the Farm to School Project club to make sure the project would kept going after we would be done with our studies. You absolutely do not want to start a project that will not last in the long-term, otherwise you will work for nothing and be contradictory with the SPF principles of sustainability.

**5. What recommendations do you have for the future of this project to be continued and are there any opportunities for complementary projects? Who will take responsibility for the project's future and how can interested persons be in touch?**

(Unlimited characters, suggested minimum 1 paragraph)

For the future of the project, we recommend to elaborate an accurate budget of the PPCM's operations. Evaluating all the costs of production, the costs of ownership including depreciation, and the generated revenues will help in determining a price that should allow the operations to save money for maintenance and future investments. Although this work has already been partly done, we need to prepare a more accurate budget based on economic data harvested throughout the first year of egg production as well as the future years.

There are many opportunities for complementary projects. The coop design can always be modified in order to improve chore-related tasks efficiency. For instance, we are planning to build another wardrobe to store more feed and saw-dust inside the coop. Also, other partnerships with engineering students are also feasible. For instance, a rainwater catching system could be implemented in order to fill the water reserves.

The student club Farm to School will take responsibility for the project's future. Interested people can be in touch by contacting the Farm to School club at their web page: <http://www.farmentoschoolmacdonald.com>. They can also contact the Macdonald Campus Farm at <https://www.mcgill.ca/macdonaldfarm/macdonald-campus-farm>

**6. In your application, you listed the following sources of funding:** Revenue generated by egg production

**Please confirm if you received/generated this funding in the space below. In your response, please list the actual amount that you received. Please also list any future plans for revenue generation. Note: If you received funding from a McGill Department or Unit, please attach a letter from its Financial/Budget Officer confirming the actual amount of support.**

(1,800 characters maximum)

PPCM has generated 2,680.00\$ by egg production;

670 dozens were produced between June 2014 and late-November 2015. Each dozen was sold 4.00\$.  
 $670 \text{ dozens} * 4.00\$/\text{dozen} = 2,680.00\$$

Future plans for revenue generation remain egg sales. An economic analysis of the price of sale is required and the final price may be subject to change.

**7. Did you purchase equipment or make an installation on campus?  Yes  No**

**If yes, please briefly describe how these items will be maintained and used in the future.**

(1,800 characters maximum)

The egg production system generates the necessary revenues to meet costs of production and be economically independent. The fixed costs of production include the costs of ownership. The costs of ownership can be divided five main categories: Depreciation, Interest, Repairs, Taxes and Insurance. The category Repairs is taken into account when developing the PPCM budget. Therefore, a part of the revenues is saved in order to be used specifically for maintenance/repairs purposes.

As mentioned previously, one of the biggest challenges will be to develop an accurate budget and determine whether it is possible to save and invest money on yearly basis in order to generate the required capital to build a new coop once the current coop will have reached its useful life in 20 years.

The coop will continue to be used mainly for egg production purposes. It will also continue to be use as a education resource for agricultural promotion.

**8. At the beginning of your project, you submitted a work plan or impact metric that included target measurables or indicators of your project’s success (e.g. # of tons of GHG emissions reduced). Please pick 3 indicators that best showcase the success of your project and complete the table below. To share updates on other indicators that you set, please attach an appendix to this report.**

Selected Key Success Indicators	Target #	Actual #
Number of partners	3	5
Number of meals served	200	1035
Number of interaction between people and animals	45	250

**If there is a significant difference in the target numbers and the actual numbers achieved, please explain. If you have any additional information to share about these success indicators, please also include it below.**

(1,800 characters maximum)

These indicators show the fact that PPCM is an active project in the McGill community. This is shown by the fact that PPCM has many partnerships and works with these partners in the promoting agriculture. PPCM's main areas of activity are food production and education. PPCM feeds the mcgill community and this is shown by the number of meals prepared with PPCM's eggs that have been served since June 2014. PPCM also provides a useful education station. This is illustrated by the number of interactions between people and animals recorded since June 2014.

**9. Please complete the table below for the Standard SPF Key Success Indicators, if the data is available.**

Standard SPF Key Success Indicators	Actual #
# of volunteers directly or indirectly engaged in the project	20
# of people (student, staff, or other) trained in the context of the project	5
\$ raised for project activities subsequent to SPF funding	2680
# of partnerships or collaborations developed between the project team and other McGill administrative units, student groups, community groups, other universities, and/or other groups/organizations.	5

**Regarding the last Key Success Indicator, please list the groups and/or organizations that you counted.**

(Unlimited characters; point form acceptable.)

- 1) Farm to School Project
- 2) The Out of the Garden Project
- 3) Macdonald Student-run Ecological Garden
- 4) Macdonald Campus Farm
- 5) Faculty of Agricultural and Environmental Sciences

**If you have any additional information to share about the Standard SPF Key Success Indicators, please include it below.** (1,800 characters maximum)

Not all the SPF Key Success Indicators Target were reached (See Impact Metric available at <https://www.mcgill.ca/sustainability/les-poules-du-campus-macdonald-sp0134>).

Most of the economics/production-related indicators were not reached. For instance, the target was of 1.50\$/hen/week profit on sold dozens whereas we made 1.19\$/hen/week. The discrepancy between the target and the actual data suggests that the production methods could be improved in order to increase the margin of profit per hen.

The targets "Number of McGill Departments engaged", "Number of partnership with the community", and "number of project created" were not reached. Nevertheless, Farm to School is working hard on reaching them. For instance, the coop has been visited by students taking a class under the McGill Animal Production Department. The coop is also used as part of internships of students of surrounding high schools.

Many partnerships with the McGill and greater Sainte-Anne-de-Bellevue community are possible and may be developed in the future years.

**10. Please rate your project team's overall satisfaction with the support provided by the SPF Staff. Choose only one response.**

- Very Dissatisfied  Dissatisfied  Neither Satisfied Nor Dissatisfied  Satisfied  Very Satisfied

**11. Please provide any feedback or recommendations regarding your team's experience with the SPF.**

(Unlimited characters, suggested minimum 1 paragraph)

PPCM has been working with the SPF since January 2013. We are happy and proud that a lot of the recommendations that we provided were adopted. For example, the SPF oversees more the new project teams by providing a useful SPF Project Management Guide containing practical advices about budgeting, preparing a video, etc. Since 2013 SPF has also prepared this SPF Official Final Report form as well as many other forms (cover page, project overview, etc.), which is really well designed and easy to work with. Our experience with the SPF has continued to improve with time since our first meeting.

**12. If there is additional information you would like to share about your project, please use the field below.**

(Unlimited characters, suggested minimum 1 paragraph)

**13. Has involvement in this SPF project positively impacted your team in the area of professional growth?****Please choose one. If you would like to elaborate, please use the field below.** (800 characters maximum)

- Yes  No  Prefer Not to Share

Dealing with many different legislative aspects (MAPAQ egg sales authorization, MACC egg operation authorization, etc.) has made our team more aware of all the legislative work that has to be completed before

even thinking about to start the project. All the completed steps behind the project taught us a working ethic and made us act as professionals in every action we took. These lessons learned will be useful for the rest of our lives.

**14. Has involvement in this SPF project positively impacted your team in the area of personal growth?**

**Please choose one. If you would like to elaborate, please use the field below.** (800 characters maximum)

- Yes  No  Prefer Not to Share

Upon the completion of such a project, proudness is among the many emotions that we felt. This project was an accomplishment and made us understand that when grouping our forces together, we were stronger than if we were to work alone. Such an achievement is also a source of inspiration for future projects. We know what are capable of and that with hard work, there is barely nothing impossible. Therefore, we will continue to work hard to promote agriculture, it is only the beginning.

**15. Which of the following skills or attributes has your team improved through involvement in your SPF project? Choose all that apply.**

- |   |  |  |
|---|--|--|
| <input checked="" type="checkbox"/> Budgeting           | <input checked="" type="checkbox"/> Networking         | <input checked="" type="checkbox"/> Systems Thinking               |
| <input checked="" type="checkbox"/> Communications      | <input checked="" type="checkbox"/> Planning           | <input checked="" type="checkbox"/> Teamwork                       |
| <input checked="" type="checkbox"/> Conflict Resolution | <input checked="" type="checkbox"/> Problem Solving    | <input checked="" type="checkbox"/> Technology                     |
| <input checked="" type="checkbox"/> Leadership          | <input checked="" type="checkbox"/> Project Management | <input checked="" type="checkbox"/> Time Management                |
| <input type="checkbox"/> Listening                      | <input type="checkbox"/> Public Speaking               | <input type="checkbox"/> Writing                                   |
| <input type="checkbox"/> Mentoring                      | <input type="checkbox"/> Stakeholder Engagement        | <input type="checkbox"/> Other (Please specify in the field below) |
| <input checked="" type="checkbox"/> Negotiating         | <input type="checkbox"/> Stakeholder Identification    |  |

Other:

**16. Since starting your SPF project, has your team improved its knowledge of sustainability?**

**Please choose one. If you would like to elaborate, please use the field below.** (800 characters maximum)

- Yes  No  Prefer Not to Share

Over the project process, we learnt a lot about sustainability which stresses the link between the environment, society and economics. Our project's values are reflective of this interconnection. The coop is environmentally sound since it uses solar power for it's main energy requirement while summer. It also offers an home for layers which provides them a living environment consistant with their natural needs and behaviour. The coop is linked with the society, especially the McGill community, sicne it acts as an education station for demonstration purposes and a common resource to promote agriculture and food education. Finally, the coop is economically sounds since it generate sufficent revenues to cover its costs of production and last in the long-term.

**17. (Optional) If applicable, please list the total number of team members voluntarily self-identifying as members of marginalized communities:**

**Please identify the represented communities below. (e.g. women, Indigenous people, people of colour, LBTTQI, student parents, members of ethnic minorities, immigrants, people with disabilities)**

(1,800 characters maximum)

**Thank you for completing your Final Report!**

Please e-mail your report to the [SPF Staff](#) attaching any additional information that you would like to share about your project (e.g. other reports, research, documents, photos, etc.). Please note that this Final Report will be shared publicly on your SPF project's webpage.