

COVER PAGE

PROJECT INFORMATION

Please complete the fields below with information regarding your project.

Project Title Action x Design: Enhancing access to learning opportunities through design

Brief Description Establishing long-term pathways for the McGill community (students, staff, faculty) to lead dynamic equity based learning experiences with youth in local marginalized communities.

Total Estimated Project Budget \$71,304 **Amount Requested from SPF** \$52,784

Campus(es) Impacted Downtown Macdonald Gault Nature Reserve Other _____

CONTACT INFORMATION

Project Leader

This person must be a current McGill University student, administrative staff, or academic staff.

Name	<u>Faye Siluk</u>	Affiliation	<u>Administrative Staff</u>
Phone	<u>514-803-4098</u>	Faculty/Unit/Organization	<u>Faculty of Engineering</u>
Email	<u>faye.siluk@mcgill.ca</u>	Campus	<u>Downtown</u>

Project Team Members

The SPF encourages you to be inclusive, collaborative (especially between staff and students), diverse, and interdisciplinary when possible. To list more members, please complete a second cover page. You may e-mail it to [SPF Staff](#) to include with your application.

Name	<u>Robert Pozeg</u>	Affiliation	<u>Administrative Staff</u>
Email	<u>rob@robertanthony.ca</u>	Faculty/Unit/Organization	<u>Faculty of Engineering</u>
Name	<u>Branches Outreach Program</u>	Affiliation	<u>Administrative Staff</u>
Email	<u>anurag.dhir@mcgill.ca</u>	Faculty/Unit/Organization	<u>Enrolment Services</u>
Name	<u>GEEC (Equity Student Grp)</u>	Affiliation	<u>Postgraduate</u>
Email	<u>mary.miedema@mail.mcgill.ca</u>	Faculty/Unit/Organization	<u>Faculty of Engineering</u>
Name	<u>AISES (Indigenous STEM)</u>	Affiliation	<u>Undergraduate</u>
Email	<u>jonas.henderson@mail.mcgill.ca</u>	Faculty/Unit/Organization	<u>Faculty of Engineering</u>
Name	<u>NSBE (Black Students' Grp)</u>	Affiliation	<u>Undergraduate</u>
Email	<u>ore-oluwa.olasubulumi@mail.mcgill.ca</u>	Faculty/Unit/Organization	<u>Faculty of Engineering</u>

SUBMISSION INFORMATION

In line with the [SPF Eligibility Criteria](#), our team certifies that this project takes place at [McGill University](#), is sustainability focused, is requesting seed funding, and is action oriented. Yes No

Our team has read the [SPF Terms & Conditions](#) and agrees to respect them. Yes No

Our team understands that this application is not confidential and consents to have its contents shared with relevant stakeholders during the review process and, if approved, on the SPF website. Yes No

Our team agrees to have [their contact information](#) included in the complete and shared application. Yes No

PROJECT OVERVIEW

Instructions: Please answer the questions below as clearly and concisely as possible. You will be able to detail your project further in Part 2 of the Over \$5,000 application process, the Project Plan, as well as submit relevant appendices. Once you have completed this Project Overview, save it and submit it online. SPF Staff will respond with feedback on your application within 2 weeks and send you Part 2. Once all sections are complete, the combined application will be provided to the SPF Governance Council for their review and decision. As a reminder, all SPF applications are assessed using the [SPF Eligibility & Evaluation Criteria](#):

ELIGIBILITY CRITERIA		EVALUATION CRITERIA		
AT MCGILL	SUSTAINABILITY FOCUSED	ANALYSIS	IMPACT	FEASIBILITY
SEED FUNDING	ACTION ORIENTED	COLLABORATION	SUPPORT	CAPACITY BUILDING

Before starting, you may find it helpful to consult the [SPF Sustainability Brief](#) and [Vision 2020 Climate & Sustainability Action Plan](#).

CONTEXT

Criteria assessed in this section: **SUSTAINABILITY FOCUSED, ANALYSIS**

- 1. What specific sustainability-related need/issue have you identified at McGill and aim to address through your project? In your response, please describe clearly how the need/issue is related to sustainability.**

Note: Please wait to detail your project idea in response to Question 5. Limit ~100 Words

The Faculty of Engineering is positioned to change unfair social systems through impactful design that causes changes in thought and behaviour. Our community outreach programs target long-term equitable access to opportunities and resources, and this project will create meaningful paid and volunteer opportunities for McGill students to engage, share knowledge, and build skills and experiences with the Faculty.

This collaboration between McGill students, staff, and faculty will create an inclusive project team with diverse perspectives, experiences, and contributions to make. We will lead well-planned initiatives that transform how we approach access to opportunities and build structures that ensure belonging.

- 2. How do you know this is a need/issue? What research have you done (e.g. consultation, observation, survey)?**

Limit ~100 Words

One of the Fac of Eng's priorities is to equip students with more diversified skillsets and hands-on experiences that will contribute to the people-focused nature of their careers. E-IDEA is an established initiative supporting the advancement of equity, diversity, and inclusion within course-based experiences. Based on student feedback surveys and professors' observations, there is a need for deeper connection with nearby surroundings and communities, to give students opportunities to apply and build upon their newly acquired competencies through meaningful, hands-on experiences. Students express a desire to solve and connect with "real world problems," which is facilitated by this project.

- 3. What relevant information and/or best practices have you found that relate to this need/issue? In addition to information from external sources, detail any relevant related initiatives (past or current) that you are aware of at McGill.** *Limit ~100 Words*

FoE has created paid research experiences for McGill students in equity projects; We've collaborated with engineering students toward community youth engagement; Our Branches partners create leadership positions for diverse McGill student teams. There's value for McGill students leading initiatives within communities, especially where they feel shared identities (including culture, race, age, location, disciplines). We're confident that designing teams for diverse thinking builds inclusive structures and complex problem solving. Our project aligns with Provost's

Task Force on Indigenous Studies and Indigenous Education, FoE's report to Enhance Indigenous Studies & Indigenous Education, & McGill's Strategic Plan.

4. What expertise or qualifications does your team have regarding this need/issue, if any? *Limit ~100 Words*

Highly Skilled & Experienced Staff, & Engaged Student Leaders: Cumulatively, our key staff members and pedagogical consultant on this project have multiple advanced degrees in relevant disciplines, combining to offer over 50 years of experience in program design and delivery, including: youth engagement, pedagogy, equity and diversity, long-term community support, strategic planning and management, special education, mental health, and organizational development. The Consultant specifically provides advanced skills on curriculum design, evaluation, educational change, staff mentoring, and program development. All team members will bring with them unique skills, experiences, and perspectives that will contribute

PROJECT IDEA

Criteria assessed in this section: **ALL ELIGIBILITY & EVALUATION CRITERIA**

5. In context of the sustainability-related need/issue that you previously identified, what is your project idea? Please describe the idea thoroughly and concisely. In your response, share how your project is new or how it is complementary to existing initiatives. *Limit ~400 Words*

With NSERC PromoScience funding, the Faculty has been working in the Kahnawake community (Kahnawake Survival School) for the last four years, creating short-term youth engaging projects in collaboration with teachers and school administration.

Now, with new one-year support from NSERC funding, we are launching a pilot project we developed, called Action xDesign. It is a multi-part approach to STEM education inspired by the engineering design cycle that interlaces holistic approaches (inspired by traditional Indigenous ways of knowing) with Western science. Centred around this 10 week project (November-March), youth will engage with the engineering design cycle through frameworks that build their capacity to create positive change in local environments. The project greatly expands our partnership with the Kahnawake community, and will include Beurling Academy (Verdun) as a new partner. The project integrates with and enhances Science Fair curriculum at both schools.

We are applying now to SPF because of the unique opportunity to add an impactful dimension to our Action xDesign pilot design. Focused resources will help us deepen McGill students' opportunities that include leadership, contribution, and learning.

1. Student Coordinator: through this new paid position, a McGill student will join the leadership team and participate in important decision making that shapes the growth and development of the Action xDesign program while gaining mentoring from skilled Faculty staff.
2. Guest Lecturers: As part of the 10 week Action xDesign program, McGill student groups will participate in developing presentations and teaching practices as Guest Lecturers in high school classrooms. Supported by skilled senior staff and the Student Coordinator, Guest Lecturers will be encouraged to mobilize their passions, skills, and mission of their respective groups.
3. Tutoring Program: A newly envisioned complementary project, an online tutoring program will run parallel to the Action xDesign program and support marginalized youth to succeed with one-to-one support for their Science Fair projects. The role of Tutoring Coordinator will be a McGill student paid position that will lead the implementation of this part of the project. The tutoring model is based on Branches community outreach programs.
4. Communication: The role of Communications Coordinator will be the final McGill student position. As a member of the project team, they will use their various skills to contribute to our strategy and craft narratives across

multiple platforms and media that shares the success of the project in invites the McGill community to celebrate with us.

6. Is your project related to the University's [Vision 2020 Sustainability Strategy](#)? Yes No Not sure

7. If you answered yes to Question 6, how does it relate? Please refer to the strategy category (e.g. Research, Education, Connectivity, Operations, and Governance & Administration) or related action from the [2017-2020 Climate & Sustainability Action Plan](#) in your response. *Limit ~100 Words*

Our project aligns with McGill's Vision 2020 Sustainability Strategy through Community Building and Research & Education. By facilitating the development of meaningful interdisciplinary, intergenerational relationship building both on and off campus, our project will instill greater civic awareness and engagement in undergrads, grads, and community members (namely youth, teachers, and families). Building lasting, integrated relationships is at the forefront of our program plan. We want McGill to become a more welcoming place where youth from local marginalized communities feel- and experience- a sense of belonging through genuinely inclusive pedagogical practices.

TRANSFORMING CAMPUS

Criteria assessed in this section: [AT MCGILL, IMPACT](#)

8. In the table below, describe your proposed project's 2-5 main impacts on the McGill campus community or goals to accomplish. Please check the stakeholders that will be impacted. Finally, please list at least one key [success indicator](#) for each impact (e.g. # people will be engaged in the project, % waste will be diverted from the landfill, # buildings will be LEED certified, etc.)

Main Impacts/Goals		McGill Stakeholders Impacted (check all that apply)		Key Success Indicator(s)
REQUIRED	1 Pilot Action x Design program, emphasizing McGill community impact and pathways for sustainability	<input checked="" type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Postgraduate <input type="checkbox"/> Alumni	<input checked="" type="checkbox"/> Academic Staff <input checked="" type="checkbox"/> Admin. Staff	Launch 10 week "xDesign" PBL opportunities in 1-2 local high schools; tutoring; established model
	2 Leadership Training, Experience, and Contribution for McGill students through paid roles	<input checked="" type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Postgraduate <input type="checkbox"/> Alumni	<input type="checkbox"/> Academic Staff <input checked="" type="checkbox"/> Admin. Staff	Student Coordinator role; Tutoring Coordinator role; Communications Coordinator role
OPTIONAL	3 Applied experiences with marginalized youth for volunteer McGill students	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Postgraduate <input type="checkbox"/> Alumni	<input checked="" type="checkbox"/> Academic Staff <input checked="" type="checkbox"/> Admin. Staff	Guest lecture roles; 8-12 tutor roles; equity training; youth engagement training; faculty partner
	4 Communications package	<input checked="" type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Postgraduate <input type="checkbox"/> Alumni	<input type="checkbox"/> Academic Staff <input checked="" type="checkbox"/> Admin. Staff	Development of package conveying the project "narrative" (short video; web articles; social media)
	5	<input type="checkbox"/> Undergraduate <input type="checkbox"/> Postgraduate <input type="checkbox"/> Alumni	<input type="checkbox"/> Academic Staff <input type="checkbox"/> Admin. Staff	

9. Have you considered implementing your project at more than one McGill campus? (e.g. If your project is downtown, could it be implemented at Macdonald Campus as well?)

Yes No

- 10. If relevant, please describe your choice(s) of campus(es) and why this choice is best for your project.** *Limit ~150 Words*

We will launch this project from the downtown campus because it's where Faculty of Engineering, Branches, and Faculty of Education are located. Our community partners (local high schools in underserved areas) are also closer to the downtown core, making the downtown McGill campus a more suitable, accessible, and direct connection to the Montreal community.

PART 2: PROJECT PLAN

Instructions: Please answer the questions below as clearly and concisely as possible. Once you have completed this Project Plan, save it and submit it online. SPF Staff will respond with feedback on your application within 2 weeks. Once all sections are complete, the combined application will be provided to the SPF Governance Council for their review and decision. As a reminder, all SPF applications are assessed using the [SPF Eligibility & Evaluation Criteria](#):

ELIGIBILITY CRITERIA		EVALUATION CRITERIA		
AT MCGILL	SUSTAINABILITY FOCUSED	ANALYSIS	IMPACT	FEASIBILITY
SEED FUNDING	ACTION ORIENTED	COLLABORATION	SUPPORT	CAPACITY BUILDING

IMPLEMENTATION

Criteria assessed in this section: **ACTION ORIENTED, FEASIBILITY, IMPACT**

1. List the key **activities** for your project and indicate the timing for these on the right. Please be specific and realistic when formulating your activities, ensuring that they are achievable within the indicated timeframe.

Key Project Activities	Start Date (DD-MM-YY)	End Date (DD-MM-YY)
SPF Funding Duration	01-05-21	30-04-22
Finalize Student Coordinator, Tutoring Coordinator, Communications Coordinator Job Descriptions	01-05-21	31-05-21
Recruitment and Hiring of Coordinator positions	31-05-21	15-07-21
Training Coordinator Roles	16-07-21	31-07-21
Update Final Program Design with Coordinator Input	01-08-21	31-08-21
Final strategy and timeline for communications deployment	01-08-21	31-08-21
Recruit Tutoring Volunteers	01-09-21	15-10-21
Work with Student Groups to Prepare Guest Lectures	01-09-21	15-10-21
Volunteer Training	16-10-21	31-10-21
Tutoring Program Nov-March	01-11-21	15-03-22
Guest Lecturing Appearances	01-11-21	15-03-22
Communications Deployment (approx. monthly)	01-11-21	15-04-22
Final Communications Video/Doc completion		15-04-22
Evaluation & Feedback - Volunteers	01-04-22	16-04-22
Evaluation & Feedback - Staff	16-04-22	20-04-22
Report on Project Successes & Learnings	01-07-21	30-04-22

2. Please describe what will happen to your project after the SPF funding ends. Additionally, please share if anything will be produced or installed (e.g. a workshop guide, equipment, a toolkit, a network, website, etc.). If so, please describe these items and indicate how they will be maintained. *Limit ~200 words*

Through SPF we will have created employed positions for multiple McGill students, and volunteer opportunities for several more as individuals and student groups. The structures created (job descriptions and pay structures, internal teams and relationships, training programs and skill development routines, evaluations and feedback mechanisms, communications and recruitment patterns, a culture of student leadership) will help us grow the program. Products of this funding include: Tutoring Program model, Guest Lecture program model, multi-use Communications tools, and a final review shared with SPF capturing our successes and learnings. SPF funding will have helped to prove the model and tell our story widely.

We are about to begin year-one of the Action xDesign project; when SPF funding ends, “Enhancing access to learning opportunities through design” will fully entwine with the Action xDesign project. Supported by the Project

Coordinator, McGill students will continue to play crucial roles as the project expands in future years. Each year will reach more youth in identified communities and will open even more spaces for McGill students to engage with us. The Faculty of Engineering is planning to secure funds from multiple sources (e.g., NSERC, University Advancement & philanthropy, Entente Canada Quebec grants, Indigenous Initiatives) that will sustain the project long-term.

3. Please list any potential risks associated with your project and the measures you will take to reduce their likelihood.

Main Risks	Preventative Measures
Covid (Partial Disruption) – the current health crisis requires flexibility	Our program and work models are designed for hybrid delivery (online and in-person work with youth).
Covid (Full Disruption) – the current health crisis requires re-adaptation	We are prepared to implement a fully online/remote-work format to accommodate health & safety precautions.
Recruitment – will it be challenging to recruit people to our paid and volunteer positions?	We will use our relationships with Student Groups and within the Faculty to ensure people are aware of this opportunity.
McGill students' preparedness/ability to respond to dynamic community environments	Our core seasoned staff offer many skills and experiences to support McGill students and Faculty to succeed.

STAKEHOLDER ENGAGEMENT

Criteria assessed in this section: **AT MCGILL, COLLABORATION, SUPPORT, CAPACITY BUILDING**

4. Please list all the key stakeholders involved in your project, indicating their role and support. If the stakeholder has provided a support letter, please indicate so here and attach it as an appendix document. *Note: Projects involving modifying a space on campus, making a permanent installation, hiring a full-time staff, or adding/modifying a garden, etc., must seek permission from the appropriate stakeholder(s) (e.g. building director, Campus Planning and Development Office, staff supervisor, etc.). SPF Staff can help you assess if any key stakeholders need to be added to your list.*

Stakeholder's Name(s)	Title	Role in the Project	Support/Permission	Support Letter
Mary Miedema	GEEC Director	GEEC students may be Guest Lecturers and Tutors, or staff.	Confirmed support	Yes
Anurag Dhir & Veronica Amberg	BRANCHES Community Engagement Coord	Support start of Tutoring Program following model	Confirmed	Yes
Jim Nicell	Dean, Faculty of Engineering	Providing permission/funds to pursue this project	Confirmed	Yes
Ore-Oluwa Olasubulumi & Portia Masibi	NSBE Leadership	Promotion & facilitating connections for involvement	Confirmed	Yes
Jonas Henderson	AISES Director	Promotion & facilitating connections for involvement	Confirmed	Yes
Faculty of Education	Students and/or Faculty	Pedagogical & curriculum support.	Requested	Yes
Natalie Reznikov	Professor & researcher	Faculty Support & STEM resources	Confirmed	No
Richard Chromik	Associate Dean, Faculty of Engineering	Providing supervisory support to manage this project	Confirmed	Yes
			Choose one.	Choose one.
			Choose one.	Choose one.

5. How will you communicate about your project and share its impacts with your stakeholders and the McGill community? Please describe your tactics (e.g. social media, workshops, tabling, newsletters, etc.) and any related timing (e.g. at the beginning, during, or after the project). Related activities can also be included in **Question 1**. *Limit ~200 words*

We view the communications of this project as a high priority and have made it an integral part of the project.

We will hire 1-2 McGill students, skilled in communications, to support a campaign that regularly promotes the project. With our student(s), we will create a strategy that maximizes their knowledge and skills. This may include:

- Monthly online posts (November-April) to purposeful social media platforms that celebrate milestones (such as student training, project launch, Guest Lecturer stories, etc.).
- Key updating of our E-IDEA webpage with the Faculty of Engineering.
- The development of select long-form narratives to promote through local channels, such as McGill community print and online sources
- Finally, our communications will include a fully edited video documentary that tells the full story of the project – a tool we can use across online platforms to virtually bring people into the sights and sounds and lives that make up this project.

Our strategy will be about informing the community as well as celebrating the community.

6. If applicable, are there any training, volunteer opportunities, jobs, or complementary applied student research integrated in your project? Please describe. *Limit ~100 words*

Our main purpose is to create learning experiences for McGill students through paid and volunteer roles.

Jobs

– Student, Tutoring , and Communications Coordinator positions will be established to ensure McGill students are part of our leadership and decision-making team.

Volunteer

Guest Lecturers – McGill students have opportunities to share their passions and skills with high school youth

Tutors – McGill students will help high school youth with academic support and mentoring encouragement

Training

– All participants will engage in baseline equity training, youth engagement principles, and community development training. Paid positions will also receive ongoing training and mentoring from senior staff.

PROJECT BUDGET

Criteria assessed in this section: [FEASIBILITY](#)

Revenues

Indicate any funding you will receive or may receive to complete your project, including funds from McGill departments and units.

Funding Source(s)	Amount Requested	Request Status
Sustainability Projects Fund (SPF)	\$52,784.00	Requested
Faculty of Engineering	\$18,520.00	Confirmed
	\$0.00	Choose one.
	\$0.00	Choose one.
REVENUES GRAND TOTAL (must match Expenses Grand Total)	\$71,304.00	

Expenses

Indicate your project expenses below. Please remember to include tax and shipping costs, if any.

Item Description	Unit Cost	# of Units	Total Cost	Expense paid by SPF?
Student Training (\$2500)	\$0.00		\$ 0.00	Choose one.
-Food	\$500.00	2	\$1,000.00	Yes, fully
-Materials, Supplies & Guests	\$750.00	2	\$1,500.00	Yes, fully
Program Delivery (\$4500)	\$0.00		\$ 0.00	Choose one.
-Tutoring Tech & Materials	\$500.00	3	\$1,500.00	Yes, fully
-Pedagogical tools (20 days)	\$100.00	20	\$2,000.00	Yes, fully
-Community Access (Travel)	\$50.00	20	\$1,000.00	No
Communications (\$800)	\$0.00	0	\$ 0.00	Choose one.
-Equipment & Supplies	\$400.00	2	\$ 800.00	Yes, fully
Program Coordinator (\$17500)	\$0.00	0	\$ 0.00	Choose one.
-This portion F of Eng funded	\$1,460.00	12	\$17,520.00	No
Program Consultant (\$12000)	\$0.00		\$ 0.00	Choose one.
-Contracted role	\$1,000.00	12	\$12,000.00	Yes, fully
	\$0.00		\$ 0.00	Choose one.
	\$0.00		\$ 0.00	Choose one.
See appendix for more details	\$,0.00		\$ 0.00	Choose one.
	\$0.00		\$ 0.00	Choose one.
	\$0.00		\$ 0.00	Choose one.
Expenses Subtotal			\$37,320.00	

Salaries & Wages

If applicable, please indicate any paid positions needed for your project. Please note: if you complete this Salaries & Wages section, you must also complete the [Staff Position Information Appendix](#).

Position Title	~# Hours per Week	~# Weeks	Hourly Wage	Subtotal	+ 20% Benefits	Total Cost	Funding Sources
Program Coordinator	5	52	\$32.00	\$8,320.00	1.2	\$9,984.00	SPF
Tutoring Coordinator	10	20	\$18.50	\$3,700.00	1.2	\$4,440.00	SPF
Student Coordinator	15	40	\$21.00	\$12,600.00	1.2	\$15,120.00	SPF
Communications Coordinator(s)	10	20	\$18.50	\$3,700.00	1.2	\$4,440.00	SPF
Salaries & Wages Subtotal						\$33,984.00	

EXPENSES GRAND TOTAL (must match Revenues Grand Total)							\$71,304.00
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APPENDIX

Relevant Support Documents

List any appendix documents in order in the table below.

Please keep the total number of pages as low as possible (recommended max 10). Please include any relevant support letters.

Doc #	Appendix Document Title	# of Pages
1	GEEC Support Letter	2
2	Branches Support Letter	1
3	Dean's Support Letter	1
4	NSBE Support Letter	1
5	Program Coordinator Staff Position	2
6	Student Coordinator Staff Position	2
7	Tutoring Coordinator Staff Positon	2
8	Communications Coordinator Staff Position	2
9	Prof. Richard Chromik Commitment to Supervise Letter	2
10	Staff Position Information Appendix , if applicable	

Detailed Budget

Expenses:

STUDENT TRAINING (exclusively for McGill students) - \$2,500

- Food (if able to deliver two in-person training sessions): \$1,000
- Materials, Supplies, Guests (creating a training handbook for McGill student volunteers, printing costs, remuneration for guest speakers): \$1,500

PROGRAM DELIVERY (all expenses will support McGill students' abilities to thrive in their roles. Specific expenses may vary depending on McGill students' needs) - \$4,500

- Tutoring technology & training materials: \$1,500
 - Use of online platforms such as "Gather" or "Spatial-Chat" to facilitate more engaging remote mentoring & tutoring, since we anticipate expenditures to access online tutoring/mentoring platforms that allow us to meet our programming needs in ways that other platforms cannot offer (e.g. Zoom & MS Teams have limited interactive features, whereas Gather and Spatial-Chat offer more options for engagement and dynamic interaction)
- Pedagogical tools: \$2,000
 - Supports for mentors/tutors during in-class and after-school visits. This could include things such as: science equipment, hands-on learning materials, props, tools. Specific expense details will depend on how McGill students wish to engage young learners. Examples of pedagogical supplies may include things like: flipchart paper, markers, art supplies such as scissors, glue, tape, sticky tak. Examples of science experiment supplies may include things like: paint, vinegar, popsicle sticks, elastics, marbles, string, reusable containers
- Community Access: *\$1,000 in-kind contribution from Faculty of Engineering*
 - Supports McGill students' travel to and from the communities of Kahnawake & Verdun (from McGill's downtown campus)

COMMUNICATIONS - \$800

- Equipment & Supplies: \$800
 - Example expenditures include rental photography & videography equipment, rental interviewing equipment such as microphones, and access to editing software. When renting equipment, we will first pursue McGill's IT & library services. Depending on what's needed for specific projects, we may then rent from other providers.

PROGRAM COORDINATOR - \$17,500

- Portion of salary for Program Coordinator, covered by Faculty of Engineering

PROGRAM CONSULTANT - \$12,000

- Contracted role to support the pedagogical development, success, and sustainability of this project: \$12,000

- *The Program Consultant is a long-time educator with qualifications as a PhD (abd) & M.Ed. He has experience in program development, mentoring post-secondary students, designing and facilitating staff training, and pedagogical design.*

Expenses subtotal	\$37,320
Expenses paid by SPF	\$18,800

Salaries & Wages:

PROGRAM COORDINATOR (Staff Role) - \$9,984

- Portion of salary for Program Coordinator, covered by SPF
 - *The Program Coordinator's key role within this project is to supervise and support the McGill paid positions (below). The Program Coordinator is a skilled educator and certified teacher with project management experience.*

TUTORING COORDINATOR (Student Role) - \$4,440

- *See appendix for detailed description of this student role*

STUDENT COORDINATOR (Student Role) - \$15,120

- *See appendix for detailed description of this student role*

COMMUNICATIONS COORDINATOR(S) (Student Role) - \$4,440

- *See appendix for detailed description of this student role*

Salaries & wages subtotal	\$ 33,984
Salaries & wages paid by SPF	\$ 33,984

EXPENSES GRAND TOTAL	\$71,304
GRAND TOTAL PAID BY SPF	\$52,784

Responses to Governance Council's Questions

How will McGill recuperate items to retain ownership & increase sustainability?

All items purchased during the year of SPF funding will either be consumed in the delivery of the project (ex: science props will be used immediately in the delivery of workshops); retained indefinitely for future use (ex: student handbook can be reused in future years); or short-term rental and/or subscription services will effectively reduce costs and consumer-footprint; additionally, anything that can be recuperated and reused by McGill staff and students in future years will be stored and reused.

Navigating Pandemic Circumstances:

COVID: in case of partial program disruption (in-person interactions are intermittently permitted, circumstances are changing, therefore in-person delivery would need to adapt)

- Our program and work models are designed with hybrid delivery (online and in-person work with youth), which can shift and adapt as needed.
 - The Tutoring model is already designed to be largely online, but we can take advantage of opportunities for McGill tutors to meet students in-person where it enhances program effectiveness.
 - Our Guest Lecturers are designed to be in-person, but as needed, can be delivered online.

COVID: in case of full program disruption (no in-person interactions are permitted, therefore entire project must be implemented remotely)

- We're prepared to implement all components of our program in a fully online format, if needed, to accommodate covid-restrictions and safety precautions.
 - This entails online training for McGill students (both paid and volunteer roles), exclusive remote tutoring and mentoring for paid McGill student positions (with the leadership staff team also working remotely), and to deliver all mentoring/tutoring with youth online.



February 14, 2021

To whom it may concern,

On behalf of the Graduate Engineering Equity Committee (GEEC), this letter is to express our strong support for the project entitled “Action x Design: Enhancing access to learning opportunities through design,” submitted to the Sustainability Projects Fund by McGill University’s Faculty of Engineering.

GEEC is a group of graduate students and postdoctoral fellows working as volunteers on projects addressing social education, community well-being, and policy review and recommendations. Our mandate is to design spaces to explore equity, diversity, and inclusion within the Faculty of Engineering at McGill University, with a focus on the unique and intersectional perspectives of our graduate and postdoctoral community.

The Action x Design project strongly aligns with GEEC’s ongoing objectives. We recognize that achieving equity in Engineering requires intervention at all stages of the educational and career pipeline and targeted support for underrepresented populations. Our involvement in this program will allow GEEC to contribute to the long-term diversity of Engineering while continuing to serve our constituent graduate and postdoctoral populations. Importantly, GEEC’s collaboration on this project will empower Engineering graduate students and postdoctoral fellows to participate in meaningful equity work in the surrounding community.

GEEC sees itself as an established partner in the Action x Design project. As a partner in this project, GEEC will lead trainings to prepare these volunteers to work with Indigenous and marginalized youth in local communities. Our team regularly develops discussion groups, workshops, and wellness events engaging the graduate and postdoctoral population and will leverage this experience as we create trainings and ongoing opportunities for volunteers to reflect and access support. As a starting point, we have created a dedicated liaison position on our Outreach team to manage the collaboration between GEEC & the other stakeholders in the proposed project. This committee member will lead efforts to facilitate long-term involvement of the graduate and postdoctoral population in McGill’s Faculty of Engineering. In these plans and in continuing to build on our current relationships with the other stakeholders, we already see ourselves as part of the bigger Action x Design project. As the SPF grant is an extension of that larger project, we expect to be able to participate fully in this specific context by helping to connect McGill students to Action x Design.

We are in full support of the proposed program. GEEC is eager to work with the Faculty of Engineering to implement this much-needed educational support initiative that offers McGill



students opportunities to solve and connect with real-world problems, preparing them to act in more critical, engaged, community-centered ways throughout their time at McGill and beyond. This ongoing, committed partnership program will create positive opportunities for McGill students and local youth in Indigenous and marginalized communities for years to come.

Sincerely,

Mary Miedema, Director, on behalf of the
Graduate Engineering Equity Committee (GEEC)



<https://equityeng.wixsite.com/geec>



[@GEECMcGill](#)



equity.geec@gmail.com



February 17th, 2021

Re: Letter of Support from AISES (American Indian Science and Engineering Society)
Sustainability Projects Fund Application – “Action xDesign: Enhancing access to learning opportunities through design”

Dear SPF Selection Committee,

At McGill’s chapter of AISES (American Indian Science and Engineering Society), we are dedicated to promoting and supporting Indigenous involvement in STEM fields, through outreach, conferences, and work with the Faculty of Engineering at McGill. As senior co-chair, on behalf of AISES, I am in support of the “Action xDesign: Enhancing access to learning opportunities through design” project. It would be beneficial to have more structured opportunities to engage in outreach with youth in local communities and schools, which is precisely what would be offered through this program.

The proposed project aligns with AISES’ goal of engaging with youth to promote STEM subjects and critical thinking skills with Indigenous youth. We wish to connect with local communities more deeply, and to positively influence youth while pursuing our studies here at McGill.

We look forward to continuing relationship-building with youth in Kahnawake, with E-IDEA, and with the Faculty of Engineering. SPF’s support will complement our goals and offer interesting opportunities, both paid and volunteer, for our AISES members.

Sincerely,

Jonas Henderson,
Senior co-Chair of AISES McGill



February 18th, 2021

Re: Letter of Support from NSBE (National Society of Black Engineers)
Sustainability Projects Fund Application – “Action xDesign: Enhancing access to learning opportunities through design”

Dear SPF Selection Committee,

As VP Academic I am happy to express NSBE’s support for the “Action xDesign: Enhancing access to learning opportunities through design” project headed by the Faculty of Engineering’s E-IDEA (Engineering Inclusivity, Diversity, Equity Advancement) team. NSBE has been eager to get involved with youth in community for years, and although opportunities arise from time to time, there is currently no specific pathway offered to access meaningful work with kids in schools. This project would help E-IDEA better support student groups such as NSBE to do outreach in ways that complement our studies here at McGill.

NSBE’s mission is to increase the number of culturally responsible black engineers who excel academically, succeed professionally and positively impact the community. The proposed project aligns with our desire to engage in outreach, to connect with local communities more deeply, to positively impact youth’s educational experiences, and to build a more diverse skillset while we study Engineering at McGill.

We’re excited to continue building relationships with E-IDEA, with the Faculty of Engineering, and with local schools. I am hopeful that SPF’s support will add to the overall goals of this project, while supporting NSBE’s growth as a student organization dedicated to developing equity and inclusivity, within and beyond McGill.

Sincerely,

Portia Masibi
Academic Excellence Chair| **NSBE McGill**
Email: nsbe.vpacademic@mcgilleus.ca
Contact: +1 (514)-812-4289



Jim A Nicell
Dean
Faculty of Engineering

McGill University
382 Macdonald Engineering Building
817 Sherbrooke Street West
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Doyen
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Fax: (514) 398-7379
jim.nicell@mcgill.ca

February 17, 2021

Dear Members of the Sustainability Projects Fund Review Committee,

On behalf of the Faculty of Engineering, it gives me great pleasure to write this letter in support of the proposal entitled "*Action x Design: Enhancing access to learning opportunities through design*" by Ms. Faye Siluk and Mr. Rob Pozeg. This proposal represents a significant component required for future activities under our E-IDEA (*Engineering Inclusivity Diversity and Equity Advancement*) initiative.

While the proposal is connected to our community outreach activities to help underrepresented youth, we have a significant need to create a more comprehensive approach for training members of the McGill community to be effective and equitable in their relationships with indigenous and black learners. The proposal to SPF will enable Ms. Faye Siluk and Mr. Rob Pozeg to build the necessary infrastructure in collaboration with a number of other members of the McGill Community.

The Faculty of Engineering will support this project financially with \$18,520 of in-kind and cash. This support demonstrates our commitment to this project and to our broader vision for a more diverse, equitable and inclusive engineering community at McGill, Canada, and worldwide. This project falls under the core mission of our E-IDEA initiative and as such is critical for us to maintain the significant collaborations created in the past three years and forge new alliances to benefit Indigenous and marginalized youth.

Sincerely,

A handwritten signature in blue ink, appearing to read "J. Nicell".

Jim A. Nicell
JAN/ab



February 15, 2021

Re: Letter of Support – Sustainability Projects Fund application – “Action x Design: Enhancing access to learning opportunities through design”

Dear SPF Selection Committee,

This letter is to express support from McGill University’s Branches Community Outreach Program for the project “Action x Design: Enhancing access to learning opportunities through design”. We are already partnering with the Faculty of Engineering to implement the Action xDesign curriculum program. While we are not directly involved in the SPF grant, we are thrilled to add our support to the application. We are glad that some of our models have helped the Faculty of Engineering develop elements of the proposal and we’ll look forward to seeing them thrive. Together with the Faculty of Engineering, Branches is committed to creating innovative, responsive programming that meets the needs of our community at McGill, and beyond our borders. The Action xDesign program will be an exciting endeavour, and we see this SPF proposal to be another positive addition to our planning.

Since 2019, Branches has worked with the Faculty of Engineering to develop the inaugural ChangeMakers Indigenous Youth Conference, which hosted 40 grades 10 & 11 Kanien’keha youth at McGill in September 2019. The full-day conference introduced a STEAM problem-solving tool (Engineering Design Cycle) which provided students a way to conceptualize the barriers and opportunities that were introduced to them throughout the day, and that they could apply later in their home communities and individual lives. This one-day event was designed to be the launch of in-school project-based learning activities that connects to the program outlined in the current SPF proposal, by bringing together McGill students and staff with community schools.

Branches’ mission is to co-build transformative mentorship opportunities and networks of support for Indigenous and marginalized learners to pick their educational paths. This proposal represents a collaborative creation within McGill and with local educational partners that supports our mission and leverages our strengths to co-develop community-driven programs, recruit, train and support university volunteers, and connect programs like this to McGill and locally-based knowledge-keepers, educators and scholars interested in youth-focused civic engagement and experiential learning.

We are excited to continue building the Action xDesign program with the Faculty of Engineering and our various community partners. We appreciate the additional funding which will allow for growth, innovation and to open new pathways for McGill students to build meaningful relationships with youth in the local community, thus expanding upon their learning and career journeys.

Veronica Amberg

Veronica Amberg

Associate Director, Branches Program, Recruitment and Communications



Richard Chromik
Associate Dean (Faculty Affairs)
Faculty of Engineering

McGill University
378 Macdonald Engineering Building
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Montreal, Quebec Canada H3A 0C3

Vice-doyen
Faculté de génie

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Tel: (514) 398-4395
Fax: (514) 398-7379
richard.chromik@mcgill.ca

February 17, 2021

Dear Members of the Sustainability Projects Fund Review Committee,

This letter is to confirm my commitment to supervise the Program Coordinator in the expanded position described in the Sustainability Projects Fund. Not only will this newly defined role help us to take a significant step forward and our programming, but the additional student leadership roles created through this project will be an appreciable boon of creative and critical thinking, energy and excitement, and a diversity of thought and personalities that will support our Faculty to flourish.

The Faculty of Engineering's E-IDEA Initiative (*Engineering Inclusivity, Diversity, and Equity Advancement*) is committed to training and fostering an equitable and diverse McGill community. In 2017 through E-IDEA, the Faculty of Engineering won the McGill Award for Equity and Community Building. The Faculty of Engineering has promoted STEM to Indigenous youth since 2017, and we are continually evolving and growing our programs to meet more complex social imperatives and reach more people.

We are excited for the possibilities that lie within the "*Action x Design: Enhancing access to learning opportunities through design*" project to enhance opportunities for McGill students and community, and we appreciate that this funding opportunity is available at McGill.

Sincerely,

A handwritten signature in black ink, appearing to read "Richard Chromik".

Richard Chromik
Associate Dean (Faculty Affairs)
Faculty of Engineering, McGill University
Cell: 514-208-2519



Dilson Rassier, Ph.D.

Dean
Faculty of Education
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Doyen
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April 20, 2021

Professor Jim Nicell
Dean, Faculty of Engineering

Dear Dean Nicell,

I am writing to express my support for the Faculty of Engineering's **Action x Design: Enhancing access to learning opportunities through design** project and to express our interest in exploring collaboration opportunities through this work. The Faculty of Education values and encourages multiple perspectives and effective approaches to cultural, cognitive, informational, and social dimensions of human development. We appreciate how this project is committed to:

- Innovative pedagogy, hands-on learning, and long-term complex projects
- Supporting McGill students' skill and competency development
- Promoting interdisciplinary collaboration
- Working towards increasing equitable access to positive learning experiences

Students from the Faculty of Education could engage with this project by applying their skills in one of the three paid student positions (tutoring coordinator, student coordinator, or communications coordinator), or by volunteering to develop and facilitate in-class workshops to support critical thinking and project-based learning for youth in Grade 7. Faculty and staff will also be welcomed to participate in the project, as the Action xDesign approach may support various research and teaching methods in our faculty.

The Faculty of Engineering's dedication to promoting equity, diversity, and inclusion and impactful learning experiences for all is well aligned with our Faculty's goals and values. We look forward to the opportunity to collaborate with you and your colleagues on this project.

Sincerely,

A handwritten signature in black ink, appearing to read "Dilson Rassier".

Dilson Rassier, PhD
Canadian Research Chair Tier 1

STAFF POSITION INFORMATION

Please complete the fields below with information regarding the position that you would like to fund through your project. Should you have more than one type of position, please fill and attach a form for each position.

Position Title Program Coordinator

Brief Description of Role The Program Coordinator is responsible for managing all deliverables associated with this funding.

1. **This position is:** New Already exists on campus

2. **Please describe which McGill unit/department/group/association will host the position.** *Limit ~100 words*

Faculty of Engineering, E-IDEA Initiative, Youth and Community Outreach

3. **Who will supervise the employee? Please list the supervisor's name and role at McGill.** *Note: The supervisor must provide a letter detailing their commitment. Please include this in the application appendix. Limit ~100 words*

Richard Chromik, Associate Dean, Faculty of Engineering

4. **Employee's Location(s):** Downtown Macdonald Gault Other: _____

5. **Please provide a detailed task list and/or job description.** *Limit ~400 words*

The Program Coordinator leads the project team associated with this funding. Foremost, the role includes supervision and mentoring of student roles – Student Coordinator, Tutoring Coordinator, and Communications Coordinator – including maintaining positive relationships, effective communication, creating inclusive environments, providing or arranging for training and ongoing skill development, creating job roles that positively challenge student staff, shared problem solving, and evaluation. The Program Coordinator will lead the project management strategy, ensuring the timely and effective delivery of project goals; this includes (but is not limited to): 1) planning and organization; 2) team meetings, 3) budget maintenance, 3) communications, 4) risk management and problem solving, 5) collaborating with partners, 6) progress reporting to the Faculty. A Pedagogical and Community Development consultant adds particular skills and experiences that help advance the program design, and the development of staff. The group works together to share knowledge and experiences and continue the growth of the project. This project team also works with other members of the McGill community, including Engineering Student Groups, BRANCHES, and others.

6. **Working hours:** Full time Part time *If part time, indicate hours per week:* 5 (SPF Funded)

7. **Wages:** Salaried Hourly pay *Indicate salary or hourly wage:* 38

8. **Please share how you have determined the hours and wages included in the budget.** *Limit ~200 words*

The Program Coordinator is an existing role in the Faculty. This project will be additional duties within the role (for \$17,520 in kind contribution) and the request for additional SPF funds augments the position to ensure the time needed to properly support the project goals and the staff involved.

9. **If applicable, please share how you will integrate the employee into the existing team/group structure.** *Limit ~100 words*

The Program Coordinator role already exists within the Faculty and has demonstrated strong relationships with Faculty Leadership, professors, support staff, students, and community partners. The role has

previously supervised student employees with successful conclusions. Lead by the Program Coordinator, the project builds on a strong foundation of relationships and experience.

10. What will happen to the position after the project funding concludes? Is there an intent to institutionalize this position? *Limit ~200 words*

The Faculty of Engineering is committed to being strong partners with our community, both outside of McGill and within. This SPF grant supports the piloting of this project that creates meaningful leadership roles for McGill students in paid and volunteer positions. This project runs parallel with another project that we are piloting this year. In future years, our plans include reaching more high school youth, and offering more opportunities to McGill students. It is our commitment to fulfill the pilot year of these project with the earnest intention to turn them into multi-year programs, sustainably funded from several sources. We are committed to integrating the Program Coordinator role into our long-term program plans and funding strategies so that it, and all the other roles, are institutionalized.

11. If applicable, please briefly describe how you plan to recruit the employee. *Limit ~200 words*

The Program Coordinator is an existing member of the Faculty of Engineering.

12. My project team already has a candidate in mind to fill this position: Yes No

If yes, please disclose. *You may wish to attach a CV for the candidate in the application appendix. Limit ~100 words*

The Program Coordinator is Faye Siluk. Faye has been with the Faculty for almost four years, and with McGill University in various roles for an additional two years.

STAFF POSITION INFORMATION

Please complete the fields below with information regarding the position that you would like to fund through your project. Should you have more than one type of position, please fill and attach a form for each position.

Position Title Tutoring Coordinator

Brief Description of Role Lead all aspect of the delivery of the online tutoring program.

1. **This position is:** New Already exists on campus

2. **Please describe which McGill unit/department/group/association will host the position.** *Limit ~100 words*

Faculty of Engineering, E-IDEA Initiative, Youth and Community Outreach

3. **Who will supervise the employee? Please list the supervisor's name and role at McGill.** *Note: The supervisor must provide a letter detailing their commitment. Please include this in the application appendix. Limit ~100 words*

Faye Siluk, E-IDEA Initiative Lead, Faculty of Engineering

4. **Employee's Location(s):** Downtown Macdonald Gault Other: _____

5. **Please provide a detailed task list and/or job description.** *Limit ~400 words*

Lead or contribute to all aspect of the delivery of the online tutoring program.
The Tutoring Coordinator will: 1) support recruitment of volunteer tutors, 2) participate in training volunteer tutors, 3) lead the procurement and maintenance of tutoring equipment, software, and supplies, 4) facilitate the delivery of online tutoring, liaising between McGill students and community schools/youth, 5) help senior staff utilize and monitor budget, 6) contribute to ongoing project development and problem solving with senior staff, 7) lead project evaluation and feedback from McGill volunteers

6. **Working hours:** Full time Part time *If part time, indicate hours per week:* 10

7. **Wages:** Salaried Hourly pay *Indicate salary or hourly wage:* 22.00

8. **Please share how you have determined the hours and wages included in the budget.** *Limit ~200 words*

Our tutoring project learns from a similar after-school tutoring project offered through Enrolment Services Branches (called HomeworkZone), and has based the Tutoring Coordinator role on their model. We've customized hours to allot for approximately two-three tutoring sessions per week, planning, and communication with senior staff.

9. **If applicable, please share how you will integrate the employee into the existing team/group structure.** *Limit ~100 words*

The Tutoring Coordinator is part of a small but mighty team lead by the Program Coordinator (E-IDEA Initiative Lead) within the Faculty of Engineering, and supported by the Student Coordinator role. A Pedagogical and Community Development consultant adds particular skills and experience that help advance the program design, and the development of staff. The group works together to share knowledge, experiences, problem solve, and continue the growth of the project. This project team works with other members of the McGill community, including Engineering Student Groups, Branches, and others.

10. **What will happen to the position after the project funding concludes? Is there an intent to institutionalize this position?** *Limit ~200 words*

This SPF grant supports the piloting of this role, and others, to ensure we design a dynamic model that works, and can grow with the development of our Action xDesign program. In future years, our plans include reaching more high school youth, and offering more opportunities to McGill students. We are committed to integrating this role into our long-term program plans and funding strategies so that the Tutoring Coordinator(s) position is institutionalized.

11. If applicable, please briefly describe how you plan to recruit the employee. *Limit ~200 words*

Our recruitment efforts will use traditional channels within the Faculty of Engineering, such as social media posts and internal postings. We will prioritize our communication through our relationships with student groups and other partners and collaborators related to this project. We will seek out non-traditional channels that may reach students with a relationship or shared identity with youth participating in the project.

12. My project team already has a candidate in mind to fill this position: Yes No

If yes, please disclose. *You may wish to attach a CV for the candidate in the application appendix. Limit ~100 words*

STAFF POSITION INFORMATION

Please complete the fields below with information regarding the position that you would like to fund through your project. Should you have more than one type of position, please fill and attach a form for each position.

Position Title Student Coordinator

Brief Description of Role Support various aspects of the project as part of the project management team.

1. **This position is:** New Already exists on campus

2. **Please describe which McGill unit/department/group/association will host the position.** *Limit ~100 words*

Faculty of Engineering, E-IDEA Initiative, Youth and Community Outreach

3. **Who will supervise the employee? Please list the supervisor's name and role at McGill.** *Note: The supervisor must provide a letter detailing their commitment. Please include this in the application appendix. Limit ~100 words*

Faye Siluk, E-IDEA Initiative Lead, Faculty of Engineering

4. **Employee's Location(s):** Downtown Macdonald Gault Other: _____

5. **Please provide a detailed task list and/or job description.** *Limit ~400 words*

As part of the project leadership team (and with direct mentoring from senior staff), the Student Coordinator will play a role in all aspects of this project, including: 1) project management (planning and organization; team meetings, budget maintenance, communications, problem solving), 2) collaborating with partners, 2) preparing project tools and supplies, 3) volunteer recruitment, 4) Guest Lecturer support, 5) project evaluation, and 6) other duties as assigned (as there may be key roles that are not presently visible).

6. **Working hours:** Full time Part time *If part time, indicate hours per week:* 15

7. **Wages:** Salaried Hourly pay *Indicate salary or hourly wage:* 25

8. **Please share how you have determined the hours and wages included in the budget.** *Limit ~200 words*

The hours and wages for this role have been determined based our experience supervising other student positions within the E-IDEA initiative, and well as our experience working in project management and community related work. We believe this fairly represents the skills and commitment needed for this role, while still ensuring that it is a student development position.

9. **If applicable, please share how you will integrate the employee into the existing team/group structure.** *Limit ~100 words*

The Student Coordinator is a key member of the team lead by the Program Coordinator (E-IDEA Initiative Lead). Under mentorship from the Program Coordinator, the Student Coordinator will engage in all aspects of the project and take leadership roles over certain areas (determined together with the project team). Along with the Tutoring Coordinator, this role offers important perspectives, skills, and voices of the McGill student community. A Pedagogical and Community Development consultant adds skills and experiences that help advance program design, and development of staff. The group works together to share knowledge, experiences, problem solve, and continue project growth.

10. **What will happen to the position after the project funding concludes? Is there an intent to institutionalize this position?** *Limit ~200 words*

This SPF grant supports the piloting of this role, and others, to ensure we design a dynamic model that works, and can grow with the development of our Action xDesign program. In future years, our plans include reaching more high school youth, and offering more opportunities to McGill students. We are committed to integrating this role into our long-term program plans and funding strategies so that the Student Coordinator position is institutionalized.

11. If applicable, please briefly describe how you plan to recruit the employee. *Limit ~200 words*

Our recruitment efforts will use traditional channels within the Faculty of Engineering, such as social media posts and internal postings. We will prioritize our communication through our relationships with student groups and other partners and collaborators related to this project. We will seek out non-traditional channels that may reach students with a relationship or shared identity with youth participating in the project.

12. My project team already has a candidate in mind to fill this position: Yes No

If yes, please disclose. *You may wish to attach a CV for the candidate in the application appendix. Limit ~100 words*

STAFF POSITION INFORMATION

Please complete the fields below with information regarding the position that you would like to fund through your project. Should you have more than one type of position, please fill and attach a form for each position.

Position Title Communication Coordinator

Brief Description of Role Enhance and execute our strategy to communicate the development and success of the project.

1. **This position is:** New Already exists on campus

2. **Please describe which McGill unit/department/group/association will host the position.** *Limit ~100 words*

Faculty of Engineering, E-IDEA Initiative, Youth and Community Outreach

3. **Who will supervise the employee? Please list the supervisor's name and role at McGill.** *Note: The supervisor must provide a letter detailing their commitment. Please include this in the application appendix. Limit ~100 words*

Faye Siluk, E-IDEA Initiative Lead, Faculty of Engineering

4. **Employee's Location(s):** Downtown Macdonald Gault Other: _____

5. **Please provide a detailed task list and/or job description.** *Limit ~400 words*

The Communication Coordinator will: 1) review, critique, and suggest upgrades to our communications strategy activities and timeline, 2) deliver communication activities that may include: monthly online posts (November-April) to purposeful social media platforms that celebrate milestones (such as student training, project launch, Guest Lecturer stories, etc.); key updates to our E-IDEA webpage with the Faculty of Engineering; the development of select long-form narratives to promote through other channels such as McGill community print and online outlets. 3) Create a fully edited video documentary that tells the full story of the project. Because the second and third deliverables listed here may call upon differing skills sets, we may divide the role and hire two students to lead the respective tasks.

6. **Working hours:** Full time Part time *If part time, indicate hours per week:* 10

7. **Wages:** Salaried Hourly pay *Indicate salary or hourly wage:* 22

8. **Please share how you have determined the hours and wages included in the budget.** *Limit ~200 words*

The Communications Coordinator role slots in the pay standard set by the Tutoring Coordinator position. The hours worked on based on our past experiences developing communications tools, and consultation with others who have worked similar projects. The flexibility of one-two positions allows us to meet the skills and availability of a variety of students.

9. **If applicable, please share how you will integrate the employee into the existing team/group structure.** *Limit ~100 words*

The Communication Coordinator is an adjunct role to the project management team lead by the Program Coordinator (E-IDEA Initiative Lead) within the Faculty of Engineering. Under mentorship from the Program Coordinator, and with guidance from the Student Coordinator, Tutoring Coordinator, and Program Consultant, the Communications Coordinator will lead activities that develop and tell the narratives of the project. While this role will have day-to-day flexibility over their schedule, maintaining strong communication with the team is essential to remain engaged in project themes and scheduling. This role offers important perspectives, skills, and voices of the McGill student community, and will reciprocally help

10. What will happen to the position after the project funding concludes? Is there an intent to institutionalize this position? *Limit ~200 words*

The Communication Coordinator role is designed here to be project-based work, rather than an ongoing position. In this first year of the project, it will be crucial to capture and share the purpose and progress of our work. It will not be required to perpetually employ this position; rather, this experience will give us a clear structure for how to use communications specialists and to plan strategically for future involvement at key junctures of our development.

11. If applicable, please briefly describe how you plan to recruit the employee. *Limit ~200 words*

Our recruitment efforts will use traditional channels within the Faculty of Engineering, such as social media posts and internal postings. We will prioritize our communication through our relationships with student groups and other partners and collaborators related to this project. We will seek out non-traditional channels that may reach students with a relationship or shared identity with youth participating in the project.

12. My project team already has a candidate in mind to fill this position: Yes No

If yes, please disclose. *You may wish to attach a CV for the candidate in the application appendix. Limit ~100 words*

Detailed Response to the Governance Council's Request for More Information

SPF Application #21-510 Action xDesign

E-IDEA, Faculty of Engineering

March 17th, 2021

Based on the Governance Council's (GC) request for more information, we have prepared the following information to supplement our initial application. This document is intentionally organized and structured to address each of the questions outlined in the GC's feedback, including additional information to deepen the context(s) of our project. We have highlighted specific information pertaining to the larger Action xDesign project in relation to the SPF-specific goals, objectives, and desired outcomes. Our intention is to create a clear description so that the GC is better positioned to understand the full context of how the two main aspects of this Action xDesign project interact with and complement one another.

1. A brief re-introduction to the programs (the larger Action xDesign Program & the SPF project which enhances McGill students' access to learning and leading equity-based opportunities with local marginalized youth):

"Big Picture" Overall Action xDesign Project Context	"SPF Specific" Enhancing Access to Opportunities (SPF) Project Context
<p>We believe that education should function to change outcomes for whole communities. Yet, for many youth, gaining access to STEM is an uphill battle due to persisting inequity and underrepresentation (Barton & Tan, 2018). Our program understands that it is important for science educators to be able to recognize and integrate students' specific out-of-classroom contexts and to position their experiences within the framework of formal disciplines (Gonsalves, 2014).</p> <p>By leveraging expertise to form multi-disciplinary collaborations, we are well positioned to build dynamic environments that will help students actively participate in the current world, seeing themselves as innovative makers and creators rather than</p>	<p>The Faculty of Engineering is positioned to change unfair social systems through impactful design that causes changes in thought and behaviour. Our community outreach programs target long-term equitable access to opportunities and resources, aimed at impacting structures and processes within our systems to increase access to learning, leading, and positively influencing change.</p> <p>SPF funding will support our project to create meaningful paid and volunteer opportunities for McGill students to engage, share knowledge, and build skills and experiences with the Faculty. This collaboration between McGill students, staff, and faculty will create an inclusive project team with diverse perspectives, experiences, and contributions. Along with students, we will lead well-planned</p>

<p>consumers of STEM subjects (Bang, Marin, Faber, & Suzukovich, 2013).</p> <p>This is an intensive, multi-year project that not only deeply engages every student in our partner schools, but that thoughtfully creates sustainable change within communities as students thrive year over year.</p>	<p>initiatives that transform how we approach access to opportunities and build structures that ensure belonging.</p> <p>The paid student positions supported by SPF funding will help us to include and recognize diverse perspectives throughout our project. By creating complex, intergenerational, multi-disciplinary teams, we will work towards building a culture of social sustainability and economic justice both on campus and beyond.</p>
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2. Please specify who your target audience is. How many youth will be impacted? What grades will be involved? Please provide more details about the program structure and other relevant information.

<p align="center">“Big Picture” Overall Action xDesign Project Context</p>	<p align="center">“SPF Specific” Enhancing Access to Opportunities (SPF) Project Contextt</p>
<p>Over the next 3 years, this project will involve all secondary school grade levels in at least two schools, reaching approximately 600 people including students, teachers, families, and McGill students and staff.</p> <p>The project will serve underrepresented populations including Indigenous and other marginalized students between the ages of 11 and 17, plus their teachers and families. Up to 75 McGill student-volunteers will participate in this project, benefitting from training and field-experience that includes equity and social-justice.</p> <p>Scaffolding Pedagogy - A tiered approach The project is built to unfold one year at a time, adding a new cohort of students each year (i.e., Year 1 = Grade 7, Year 2 = Grades 7 & 8, Year 3 = Grades 7, 8 & 9, etc.).</p>	<p>Over the next 1 year, this project will most directly impact:</p> <ul style="list-style-type: none"> • 3 McGill students as paid staff, working with the Leadership Team on this project • Approximately 20-25 McGill Students as Volunteer Tutors (10-12 students per school; x2 schools) • Approximately 12-20 McGill students as guest lecturers (6-10 students per school; x2 schools). These guest lecturers will visit community school classrooms (virtually and/or in-person, depending on pandemic circumstances at the time of delivery) • McGill staff in the Faculty of Engineering will benefit from the student roles, as they provide key insights and experiences that will help shape the Action xDesign Project <p>Additionally, these McGill student roles will support the Action xDesign program to reach the first cohort of students</p>

Tier 1 (Grade 7)

Tier 1 Science focuses on creating a learning environment where students can “play” with concepts, and ideas, can collaborate with each other and with guests in live and online spaces.

Tier 2 (Grade 8)

Tier 2 Science focuses on “getting real” by applying the design model to real topics relevant to the community. Students, guests, and partners work together to create legitimate responses to needs within the local community.

Tier 3 (Grade 9)

Tier 3 Science aims to extend the depths of engagement by developing a “mastery” of the design cycle and applying the full range to local and global topics identified by the students. By the completion of Tier 3 students are prepared to pursue a greater depth and breadth of interests in future years.

Grades 10 & 11 are structured to provide a wide range of options for students to select their engagement experiences. These options will be developed over time, as partnerships develop, and opportunities unfold. However, they may include job opportunities mentoring younger students in the project; special training opportunities; partnerships with other universities with common interests, and much more. These opportunities will be meaningful to participating students while also helping to bridge their trajectory from High School to post-Secondary options.

(approximately 25-40 youth, plus teaching staff) and will enable to program to reach great depth in the program delivery.

Our primary target population is undergraduate and graduate students in Engineering. This includes an emphasis on students participating from Engineering student groups, such as GEEC (Graduate Engineering Equity Committee), NSBE (National Society of Black Engineers), AISES (American Indian Science and Engineering Society), POWE (Promoting Opportunities for Women in Engineering), and SWE (Society of Women Engineers).

All volunteers will have the chance to interact directly with community youth. Paid positions will be important contributors to the project leadership team, and will help shape our program to be innovative and inclusive. These roles will form a community of McGill students who use their skills and experiences to help people thrive.

(See more on paid and volunteer roles in the next section).

3. Please provide more details about the program structure and other relevant information.

<p align="center">“Big Picture” Overall Action xDesign Project Context</p>	<p align="center">“SPF Specific” Enhancing Access to Opportunities (SPF) Project Context</p>
<p>There are 3 main parts of this program, each leveraging McGill student engagement:</p> <p>1. In Science Class - Design Thinking Using the Engineering Design Cycle: This section focuses on introducing all students to Design Thinking. Integrating with Science curriculum to offer support for Science Fair projects, introducing special guest presenters, and immersing students in fun and interesting learning experiences are all part of this piece. Our workshops centre around the engineering design cycle stages: <i>Investigate & Empathize; Plan & Prepare; Demonstrate; Reflect; and Act</i>. Our Program Coordinator will oversee delivery and overall integration of all project parts.</p> <p>2. Out of Class - ChangeMakers: ChangeMakers provides spaces outside of the classroom for students to pursue their learning interests through two opportunities: a) The ChangeMakers Annual Conference, hosted on McGill’s campus as a one-day conference for 60+ students to attend. The day itself is an immersive experience that promotes design thinking, collaboration, relationship building and mentoring, and meeting unique McGill people currently working on relevant projects. Students will take what they gain from the day and apply to their projects at school and in their communities; b) ChangeMakers Afterschool creates spaces in the school for students to participate outside of class (either afterschool or during lunch periods) where they will have access to people, such as McGill mentors, and supplies to pursue their interests while advancing</p>	<p>We are applying now to SPF because of the unique opportunity to add an impactful dimension to our Action xDesign pilot design. Focused resources will help us deepen McGill students’ opportunities that include leadership, contribution, and learning.</p> <p>1. Student Coordinator: Through this new paid position, a McGill student will join the leadership team and participate in important decision-making that shapes the growth and development of the Action xDesign program while gaining mentoring from skilled Faculty staff.</p> <p>One main function of the Student Coordinator will be to lead the training, organization, and support of the Guest Lecturers (a role comprised of McGill Student Groups).</p> <p>Senior staff (including Pedagogical Consultant) will provide regular, and as-needed support to the Student Coordinator and Guest Lecturers.</p> <p>2. Guest Lecturers: As part of the 10-week Action xDesign program, McGill student groups will participate in developing presentations and teaching practices as Guest Lecturers in high school classrooms. Supported by skilled senior staff and the Student Coordinator, Guest Lecturers will be encouraged to mobilize their passions, skills, and mission of their respective groups.</p> <p>Working in small groups, 12-20 Guest Lecturers will provide workshops for youth (building upon themes covered in the ChangeMakers events and aligning with in-class science support</p>

their Science Fair or community projects. This part runs for 10 weeks, in parallel with the *In Science Class* section.

3. Emerging Opportunities - Senior Students: Emerging Opportunities means creating a variety of options for Grades 10 & 11 students to continue their engagement with design thinking by choosing pathways of interest to them. Such options may include paid positions (mentoring younger students in ChangeMakers sections of the project), specialized training opportunities to further their skills, participating in workshops offered at McGill, and all manner of customized experiences (such as multi-community projects, internships and opportunities that prepare them for post-secondary education). These Emerging Opportunities further students' engagement and help bridge their final years of high school with their post-secondary pursuits.

pedagogy). Topics will range in style and specificity (based on the knowledge and missions of Student Groups) and each will align to support design thinking and processes. High school youth will then apply their learning to creating Science Fair projects. Guest lecturers will receive training on equity & inclusion in community outreach, and support to develop their in-class pedagogy. Support and mentoring from our skilled Faculty staff team will be available to Guest Lecturer students throughout the entire program.

3. Tutoring Program: A newly envisioned complementary project, an online tutoring program will run parallel to the Action xDesign program. The tutoring program will support marginalized youth to succeed in their Science Fair projects by offering one-to-one support for in-class science learning.

The role of **Tutoring Coordinator** is a McGill student paid position that will lead the implementation of this part of the project. This includes organization training, scheduling, and weekly preparation of volunteers. Tutoring sessions will be virtual, with youth participants logging in from their classroom. The Tutoring Coordinator will be present for each tutoring session (2x per week).

Senior staff (including Pedagogical Consultant) will provide regular, and as-needed support to the Tutoring Coordinator and Volunteer Tutors.

Volunteer Tutors will be recruited from the Faculty of Engineering, with student groups helping to advertise the opportunity. The tutoring model is based on Branches' Community Outreach programs. Two weekly in-class tutoring sessions (per school) will take place each week from November-March. Approximately 20 McGill tutors will participate. Volunteers will receive two trainings: one on tutoring techniques and relationship building with youth, and another on equity & inclusion in community outreach.

	<p>4. Communication: The role of Communications Coordinator is our final paid McGill student position. As a member of the project team, they will use their various skills to contribute to our strategy and craft narratives across multiple platforms and media to share the success of the project while inviting the McGill community to celebrate with us.</p>
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4. How does this project affect the McGill community?

“Big Picture” Overall Action xDesign Project Context	“SPF Specific” Enhancing Access to Opportunities (SPF) Project Context
<p>An investment through McGill means that we are creating opportunities to mobilize others - from student groups to professors, and from our various departmental outreach projects to our partners in the community, this project creates a chain of action that others can link to and contribute effectively. Between ChangeMakers and grade-specific projects, students will be supported by their teachers, McGill experts and student-mentors, and community members.</p> <p>Action xDesign creates pathways for McGill students to actively participate in our community, deepening their skills and perspectives. Students will receive customized training to gain cultural awareness and learn best-practices for social justice based youth outreach.</p> <p>Frequent positive youth-adult interactions and role-modeling will deepen connectedness between high school students, McGill students and staff, and community members through our multi-part project design.</p>	<p>There is a need for deeper connection with nearby surroundings and communities, to give McGill students opportunities to apply and build upon their newly acquired competencies through meaningful, hands-on experiences. Students express a desire to solve and connect with "real world problems," which is facilitated by this project.</p> <p>See the next box (Q5) for details related to:</p> <ol style="list-style-type: none"> 1. Skill-building experiences for students 2. Paid leadership opportunities for students 3. Faculty-specific engagement 4. Contribution to broader community 5. Engaged community 6. Responsive projects & programs

5. Who benefits from this project, and how can these benefits be transferred to others?

<p align="center">“Big Picture” Overall Action xDesign Project Context</p>	<p align="center">“SPF Specific” Enhancing Access to Opportunities (SPF) Project Context</p>
<p>We are committed to addressing systemic inequities, acknowledging that it is our responsibility as an influential educational institution to contribute to increased social justice. The program contributes to conditions where every student can pursue their strengths, which also positions McGill to better understand its role in community outreach. Our program’s intersectional lens (Barton & Tan, 2018) invites diverse narratives and supports equity-oriented goals by making tools, materials, resource people, role models, and community-based wisdom accessible to all learners. Part of this strategy includes budget funds allocated to make pedagogy accessible in-person and online. Our project reaches all students through in-class participation and additional out-of-class activities available by choice. The project honours <i>two-eyed seeing</i> (Hatcher & Bartlett, 2010) by interlacing traditional Indigenous ways of knowing in conjunction with Western science. Our project-based learning supports students to lead their educational pathway, while integrating lived experiences and community context.</p> <p>As we build up our program and the structures that support its long-term delivery, we will seek additional local communities to invite their participation.</p> <p>The program is further transferable to anyone aiming to partner with marginalized communities to address meaningful, collaborative change. First Nations communities, communities marginalized by oppressive structures (such a race, gender, class, sexuality), and higher-education organizations who benefit</p>	<p>Student Groups - Student groups will benefit by developing partnerships with people, departments, and communities both on and off campus which they can continue to access and build upon for years to come. This includes: pursuing opportunities to connect with youth in structured, purposeful ways that link the student group’s mission & vision with skilled professional practices; gaining mentorship from staff and students in the field; expanding real-world learning beyond McGill’s walls; role-modelling learning, respect, and caring with diverse populations. Ultimately, this project helps build professional skills that are hard to access as university students.</p> <p>Volunteers - Opportunity to connect with youth in structured, purposeful ways while role-modelling learning, respect, and caring; hands-on, real-world learning experiences; building professional-development skills outside of the classroom; participating in the McGill community beyond campus; gain skills and perspectives through training offered by skilled staff and students.</p> <p>Paid Roles - Opportunity to work alongside skilled staff and community members, benefitting from Action xDesign leadership team mentorship; building capacities to practice putting skills into action in real-world contexts; leadership and decision-making opportunities that positively impact other students, program delivery, and McGill’s relationships with the wider Montreal community.</p>

from or are built upon histories of oppression could benefit from the successes, stories, and practices that emerge from our program.

McGill - Benefits from being an impactful partner in the broader community through the good work of our staff and students. Additionally, being able to offer paid opportunities to students in complement to their studies, supports the retention of our students, particularly in challenging times where youth jobs have been reduced. Offering well-designed programs that build intentional and sustainable outreach and staffing structures will help McGill continue the work over long into the future. Longer-term, McGill is building good-will and learning environments that are inviting and accessible to a wide-variety of populations.

Faculty of Engineering - This project will foster relationships with our students, allowing us to develop more holistic and responsive programs. It invites Engineering students (and staff) into community spaces in interactive and real ways, complementing the Engineering Program of Studies.

Faculty of Education - We would like to engage in interdisciplinary collaboration with the Faculty of Education as we envision several areas of mutual interest. We have taken steps to establish relationships and find connection-points within our networks. This is an ongoing pursuit.

Community - Establishing a sustainable relationship with McGill will be beneficial to community partners (youth, school staff, families). Our partner communities will gain access and exposure to McGill students' diverse skillsets, as well as the resources, spaces and expertise offered on campus.

Action xDesign - The program itself will be more responsive and inclusive through these student roles that invite active voice from the McGill student community. Establishing these roles adds to the sustainability of programming by establishing project teams that are diverse in skills and perspectives, and highly collaborative.

	<p>Through these project teams the Action xDesign program can more effectively reach the targeted community through its multi-layered design - including support for community youth to pursue projects that address real-world local and global situations, while contributing to their development as life-long learners.</p>
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6. How do elements of the curriculum relate to sustainability topics?

<p align="center">“Big Picture” Overall Action xDesign Project Context</p>	<p align="center">“SPF Specific” Enhancing Access to Opportunities (SPF) Project Context</p>
<p>(Youth) Student-centred Learning: Our student-centred approach to learning creates the conditions for youth to learn about real-world issues and thoughtfully design projects that contribute to the health and thriving of their local and global communities. Our pedagogical design focuses on the holistic development of youth participants, providing opportunities to excel in academic situations through hands-on, culturally relevant, and cross-curricular learning that is linked with the provincial curriculum’s core competencies within real-world applications. Using Design Thinking, students’ projects are encouraged to reflect social, environmental, and economic sustainability through youth action and adult-allyship.</p> <p>Youth Skill Building: Connecting engineering concepts and design thinking to students’ learning will develop a range of critical thinking skills. The design model will help students build investigative skills, practice empathy for others, and build projects that improve the health and quality of the world around them. Our project approach helps students build organization and planning skills, self-reflection, and resilience. Participatory engagement methods invite creativity, communication, cooperation and shared problem solving.</p>	<p>Social Sustainability: Committed to social sustainability, this project will create meaningful paid and volunteer opportunities for McGill students to engage, share knowledge, and build skills and experiences with the Faculty. This collaboration between McGill students, staff, and faculty will create an inclusive project team with diverse perspectives, experiences, and contributions to make. We will lead well-planned initiatives that transform how we approach access to opportunities and build structures that ensure belonging within our McGill community, as well as with our external partners.</p> <p>Design Thinking: The Action xDesign model is informed by the Engineering Design Cycle and is meant to reflect a multidisciplinary approach involving a diversity of team members and stakeholders from different domains, backgrounds, and profiles. We have used Design elements to create our program and will invite McGill students (employed and volunteer roles) to learn and engage in design thinking as we continue to build and re-shape our work for long-term growth and development.</p> <p>Our model supports us to:</p> <ul style="list-style-type: none"> a. think deeply about complex situations that impact our community;

<p>Sustainable Projects: Our project itself uses the Engineering Design Cycle to iteratively shape our work and contribute to existing programming within schools, such as annual student Science Fairs. Effective, locally celebrated, and sustainable programming (like the Science Fair) will leave a lasting impact.</p> <p>Additionally, students are supported to pursue topics that impact their community on local and/or global levels. Topics include social, environmental, and economic sustainability.</p>	<ul style="list-style-type: none"> b. think long-term in order to build thorough and thoughtful response models; c. plan and enact immediate individual and collective action that benefits local communities. <p>Modelling Sustainability: SPF funds support this project with internal structures and practices that commit to a culture of sustainability. With McGill as a model, we can support our partner communities to design their own structures and practices that commit to a culture of sustainability.</p>
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7. Explain the outcomes and what the project will lead to if the pilot is successful.

<p align="center">“Big Picture” Overall Action xDesign Project Context</p>	<p align="center">“SPF Specific” Enhancing Access to Opportunities (SPF) Project Context</p>
<p>Culturally Relevant: The program increases student voice, representation in STEM, and agency. By partnering closely with teachers, education leaders, and community members we will draw upon local knowledge and tradition, and co-create conditions where students feel excited about learning and problem solving.</p> <p>Social Change Projects: Supporting students to see complex links within the world around them and developing ways to animate new ideas will draw attention to and offer responses to social inequities.</p>	<p>Creating employed student positions: Through SPF we will have created employed positions for multiple McGill students and volunteer opportunities for several more (as individuals and student groups). The structures created (job descriptions and pay structures, internal teams and relationships, training programs and skill development routines, evaluations and feedback mechanisms, communications and recruitment patterns, a culture of student leadership) will help us grow the program.</p> <p>Products of this funding include: Tutoring Program model, Guest Lecture program model, multi-use Communications tools, and a final review shared with SPF capturing our successes and learnings. SPF funding will have helped to prove the model and tell our story</p>

Access to People and Resources: Mobilizing people, such as McGill students and professors, local mentors, teachers, and other local leaders, providing access to campus space, materials, and accessorizing science education to level opportunities.

Enhanced Pedagogy: McGill will address the need to role-model effective post-secondary teaching practices, including design-based, community-situated pedagogy.

McGill Student Engagement: Creates pathways for McGill students to actively participate in our community, deepening their skills and perspectives. Students will receive customized training to gain cultural awareness and learn best-practices for social-justice based youth outreach.

Increase number of students reached and number of interactions, number of partners developed and communities worked with, opportunities created for university-aged students, high-school teachers, and youth.

Enhance quality of the curricula, relationships, student engagement opportunities, opportunity to address systemic structures of exclusion and/or inequity, significance on youth in short and long-term, impact on communities (including McGill).

Sustained effort as we conscientiously implement and grow the program.

widely. We are about to begin year-one of the Action xDesign project; when SPF funding ends, "Enhancing access to learning opportunities through design" will fully entwine with the Action xDesign project.

Supported by the Project Coordinator, McGill students will continue to play crucial roles as the project expands in future years. Each year will reach more youth in identified communities and will open even more spaces for McGill students to engage with us. The Faculty of Engineering is working to secure funds from multiple sources (e.g., NSERC, University Advancement & philanthropy, Entente Canada Quebec grants, Indigenous Initiatives) that will sustain the project long-term.

Increased competency & workforce preparedness: The opportunities offered through our Action xDesign program and SPF funding will help increase McGill students' competencies and preparedness to thrive in a dynamic and evolving workforce.

More specifically, participation in this project will prepare students with:

- a. Knowledge about designing, managing, implementing, and assessing projects in collaborative and responsive community-based settings. The long-term social-justice lens through which we approach our work will expose students to community engagement in ways they don't yet learn about in their formal engineering training. These skills will complement their professional degree, making them more responsive, sensitive, and critical about their role in the field/industry.
- b. Skills and lived experiences in both *creating* and *acting upon* change. The opportunities offered to McGill students throughout this project will support their competencies to go

	<p>out into the world and become changemakers themselves. They will have the chance to <i>learn by doing</i>, to reflect on that learning, and to re-enter the design cycle to iterate and improve change-focused processes.</p>
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8. Provide a letter of confirmed support from the Faculty of Education and provide a more comprehensive description of their involvement in the project.

We are currently working to solidify our partnership with the Faculty of Education. We have identified various points of connection and curriculum alignment, but the details of our collaboration are not yet confirmed.

9. Provide a letter of confirmed support from the community partners.

We have previously obtained letters of confirmed support from our community partners for the larger Action xDesign project as part of an NSERC grant proposal submitted by the Faculty of Engineering (which you’ll see titled as “Engineering Engagement in School Curricula: Multi-year design-thinking projects for Indigenous and marginalized youth”). In order to alleviate additional stress on our partners, as we recognize that it’s a particularly challenging time for them, we have included the original letters of support as attached documentation. The SPF funding request (titled as “Action xDesign: Enhancing access to learning opportunities through design”) focuses on enriching the McGill community and our internal partners, ultimately complementing and adding to the scope and impact of this entire multi-pronged project.

(See attached letters of support).

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