Sustainability Projects Fund

2010-2013

Three Year Report

Office of Sustainability

McGill

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Acknowledgements

The Sustainability Projects Fund (SPF) staff and interns would like to begin this report by thanking those who have made the past three years possible.

First and foremost, we are deeply grateful for the collaborative partnerships throughout the McGill community that made the SPF successful. We would like to thank the members of the Post-Graduate Students' Society (PGSS), the Macdonald Campus Students' Society (MCSS), the Students' Society of McGill University (SSMU), and McGill's central administration for their generous financial support that made this three-year pilot period a reality. This partnership sowed the seed of multi-stakeholder collaboration that has enabled the SPF to become as widespread and diverse as it is now.

We are indebted to the members of the SPF Working Group, each of whom has given two hours of their time every month for the past three years in order to review applications and carry out the mandate of the SPF fairly. Your guidance and thoughtful decision-making has formed, nourished, and rooted the SPF in its original vision.

We also want to thank the rest of the Office of Sustainability staff and interns, whose hard work, dedication, and occasional blind optimism has pushed sustainability to its current level of success at McGill, which will hopefully only grow in the future.

We are grateful to the movers and shakers of the McGill community, those innovators and collaborators around whom the SPF revolves: the project leaders and project team members. Thanks to their tireless efforts and boundless enthusiasm, many budding ideas have bloomed into successful projects that have permanently changed McGill for the better.

And finally, these efforts would be in vain were it not for the thousands of volunteers, participants, students, staff, and event attendees who have embraced the projects and helped to broaden their impact.

Together, we have helped to create and cultivate a thriving culture of sustainability here at McGill.

Former Gorilla Composting Coordinator David Gray-Donald and former Director of Sustainability Dennis Fortune congratulate each other next to the newly installed **Campus "Big Hanna" Composter** in 2010 (Project #18).
Photo by Owen Egan

Broadcaster Jon Steinman presents at the launch event for the **Food Systems Administrator**'s *Appetite for Sustainability* strategic plan for McGill Food & Dining Services (Projects #7, #34).

Photo by Food Systems Administrator

Executive Summary

In fall 2009, McGill students and the McGill administration committed to an experiment. They agreed to take money from their own pockets to establish the Sustainability Projects Fund (SPF) in order to help kickstart a culture of sustainability at McGill. Students voted—overwhelmingly—to levy fees on themselves to support the SPF, and the administration committed to match those funds dollar-for-dollar. Nothing quite like this had been tried before—here at McGill or at any other university. They believed deeply in the importance of shifting communities toward a more sustainable future and they thought they might have a model that could help.

Three years on, and $2.9 million later, the SPF has become a beloved feature on McGill's campuses. It is an oft-cited example of successful collaboration between students and the administration, and a source of countless feel-good projects across McGill. But as the SPF nears the end of its three year trial period and both students and the McGill administration decide on its renewal, some questions must be asked. Did the experiment work? Did our investment deliver the return we expected? What, really, have been the impacts of the SPF? Has it succeeded in its mandate of shifting McGill's culture toward sustainability?

The purpose of this report is to answer those questions.* Ultimately, decisions about how much impact is enough, and whether these impacts are the right ones, are personal choices that will be made by members of the McGill community. In the spirit of both transparency and accountability, this report provides some numbers and stories to inform those decisions. In assessing the impact of the SPF, both quantitative and qualitative metrics are important, and both are included here. While the quantitative impacts are often easier to communicate, present, and analyze, some of the most important impacts of the SPF are intangible.

* See the SPF Review Committee Report (available on the SPF website) for a more in-depth look into the workings of the SPF.

McGill students and employees take a break to visit the 2011 **Sustainability Fair** and play ping pong (Project #50).

Photo by Kathleen Ng

Desautels Business Conference on Sustainability coordinators Dylan Kristofic, Eileen Chen, Eric Coulombe, Laura Fraser, Nabila Chowdhury, Matthew Hunter, and Preshita Sipani at the registration table (Project #28).

Photo by Anita Nowak

Things such as innovative collaborations established, grassroots projects institutionalized, visibility gained for McGill's sustainability work, and goodwill earned between administration and students through collaboration and shared success - which are fundamental to the success of the SPF - are very difficult to quantify. How do you put a value to the fact that the Edible Campus (Projects #3, #36) has received worldwide media attention? How do you measure the benefit of the strengthened links between McGill's campuses as a result of the McGill Feeding McGill (Projects #2, #38, #74)?

In considering the impact of the SPF relative to its mandate of "building a culture of sustainability at McGill," a few overall numbers are worth considering.

- Though no targets were set in advance, of all SPF projects funded to date roughly 50% have been led by students and 50% by staff. These numbers show only part of the picture: 75% of project teams have involved collaboration between students and staff;
- 72 academics & non-academic McGill faculties and departments, 49 McGill student groups, 106 community groups, and 19 other universities have been involved with Sustainability Projects Fund projects;
- 75% of SPF project team members report feeling more connected to the McGill community after being involved with an SPF project.

SPF projects vary widely in scope and focus: from testing techniques for growing mushrooms on spent coffee grounds, to increasing the energy efficiency of McGill's research labs, to developing a sustainability strategy for the entire McGill community. Although this report does attempt to categorize projects and impacts to make them more manageable, projects funded by the SPF are inherently integrated and often designed to cross boundaries, break down barriers, and strengthen connections among groups and individuals. In this way, the SPF is developing - in a microcosm - the kind of social change that society at large will need for the greater challenges of our future. Which, when it comes down to it, is exactly what SPF's architects hoped it would do all along.

Students teach each other bike maintenance at **La Cave** in Solin Hall (Project #5).

Photo by David Loach

Vision 2020 Project Manager Amara Possian helps students and staff brainstorm a more sustainable McGill with Post-Its (Project #57).

Photo by Will Miller

Sustainability Projects Fund 2010-2013 OVERALL IMPACTS

Introduction

The Sustainability Projects Fund (SPF) was created to help build a culture of sustainability at McGill. With $840,000 each year in funding, the SPF provides the McGill community with the financial resources, institutional knowledge, and network of relationships to promote such a culture. It is the largest of its kind in North America, and has since inspired similar funds elsewhere, most notably at the University of British Columbia (UBC).

The SPF was created in the 2009-2010 academic year, when three students' societies—the Post-Graduate Students' Society (PGSS), the Macdonald Campus Students' Society (MCSS), and the Students' Society of McGill University (SSMU)—passed a student fee of $0.50 per credit (up to $15 per student per year) for sustainability projects, which the McGill central administration committed to match dollar for dollar. In two student referenda in November 2009, the proposal was passed by 79% of voters on the downtown campus (SSMU) and 88% of voters on the Macdonald campus (MCSS). It was the second-largest voter turnout in SSMU history. It was passed by the PGSS the following April.

Over the past three years, SPF has provided the funding for 92 projects spanning 10 themes. Each project has been approved by the half-student and half-staff SPF Working Group in order to ensure their alignment with the SPF mandate.* These projects have made an indelible impact on McGill: from how we connect with each other and the Montreal community, to how we store DNA research samples; from the impact of our chemistry labs, to where we source our dining hall food. They have also provided significant opportunities for Applied Student Research (ASR) and have been incorporated into academic curricula ranging from Education to Plant Science to Mechanical Engineering. Finally, they have facilitated collaboration and connections between the McGill campuses; between students, academic staff, administrative and support staff; and between McGill and the greater Montreal community.

To quote SPF project Vision 2020's *Situational Analysis*, working towards sustainability is that "process of engaging [our] community in shared experiences to transform how our community encounters the world" (Vision 2020, 2012; Nilsson, 2009). In just over three years, the SPF has supported the McGill community in cultivating a thriving culture of sustainability. We look forward to sharing the impacts of those efforts with you in this report.

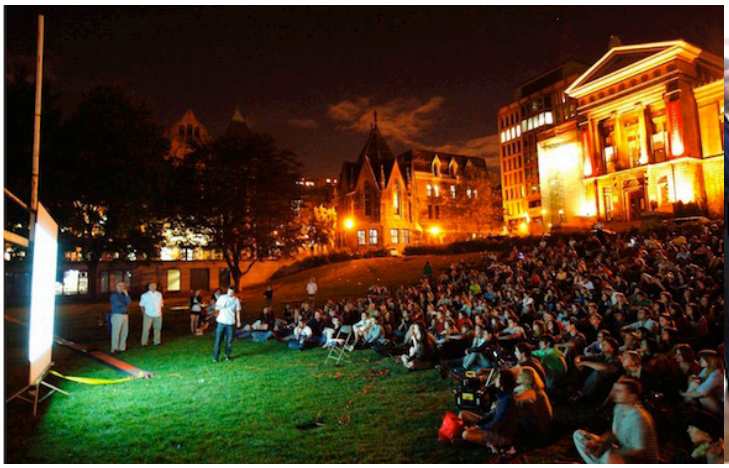
*See Supporting Document 1 for more information on the SPF Working Group and Application Process.

Understanding Sustainability

Since its inception, the Sustainability Projects Fund (SPF) has played a crucial role in catalyzing further action and in facilitating cross-campus collaboration. The fund's 92 projects have shown that sustainability at McGill is not limited just to energy efficiency or environmental indicators. Instead, sustainability initiatives at McGill embrace a broad conception that includes community growth, new technologies, innovative learning, sustainable economic investments, recycling, composting, and even storage procedures. We envision sustainability as working together towards a shared vision for a better future that enables the flourishing of both the planet and it's people.

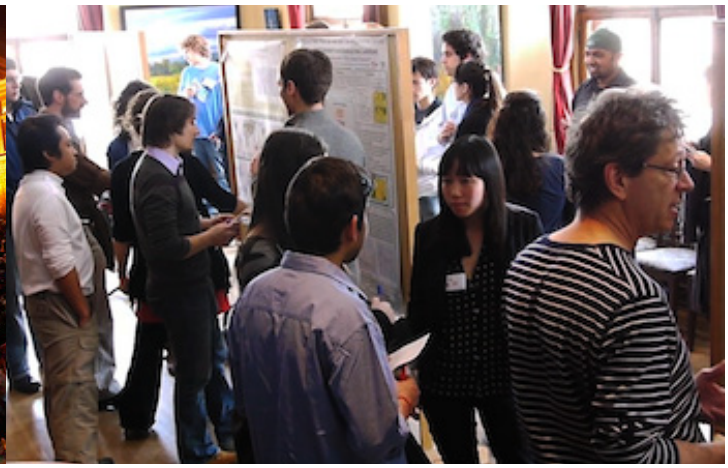
The SPF's understanding of sustainability is comprised of three pillars: economic, social, and environmental, each of which is integrated in the development of a culture of sustainability at McGill. Principles of social sustainability are manifest in SPF efforts to emphasize collaboration, foster community-building and inter-cohort continuity, promote social equity, diversity, and inclusion in procedures, projects, and practice. The SPF also prioritizes tenets of financial sustainability, such as responsible consumption, optimization of resource-use, sustainable profit margins, and a bottom line that factors in long-term benefits and consequences. Finally, environmental sustainability consists of the more traditional markers of sustainability, such as reducing water and energy usage, diverting waste, creating green spaces, and reconsidering food systems.

Measuring sustainability is inherently challenging because of the complex nature of sustainability, however, we believe that is important to try. For the purposes of this report, quantitative data and measurable deliverables inform the impact analysis of projects. By breaking up the achievements of each project into hard figures, their impacts become easier to aggregate, share, and understand. However, it is important to remember that these evaluative mechanisms are not able to convey the full reach and richness of each project. Many of the most inspiring successes are those that are hardest to measure. When we surveyed project members on how their involvement in an SPF project had shaped them, what emerged was a story greater than what the metrics of any particular project could tell. What respondents told us was that their projects not only had deliverables, but had also delivered in ways that they had never forecast: projects had spawned other projects, become bigger, had unexpected ripple effects, and empowered team members pursue academic or professional goals they had not thought possible.



The McGill Food Systems Project holds a "Film and Feast" event on lower field. (Projects #45, #56, #80)

Photo by Owen Egan



Students and staff mingle at the **Sustainability Research Symposium** (Projects #17, #63).

Photo by Sustainability Research Symposium

Overview of SPF Projects

"Never would I have thought that my initial work would lead to me helping to create an entire paradigm shift in the way we do research here at McGill, but [Green Biobanking] has done just that."
Connor McCarthy, Green Biobanking (Project #51)

Having unpacked a broad understanding of what sustainability means, let us turn this newfound understanding towards an impact analysis of the 92 projects that the Sustainability Projects Fund (SPF) has funded since 2010.

The projects are quite diverse and the sheer number of them means that there is not enough room to feature each one in the report.* Simply the richness of the topics that they touch upon makes grasping the overall scope of them difficult: projects range from bike collectives to permaculture gardens, to museum exhibits, to cutting edge research on biodigesters, to biodiesel production, to electric vehicles, and beyond.

In order to better conceptualize and categorize the projects, the SPF team has created ten themes: Energy, Land, Materials, Social Justice, Food, Community, Wellness & Health, Finance, Academics, and Water. It is important to note that any division is somewhat arbitrary and almost every project has a secondary theme. The themes make project goals and impacts easier to understand by providing a framework for classifying projects.

Under each theme page there is a financial breakdown of the dollars attributed to that theme. While the "Primary Theme" numbers will all add up the total amount of SPF funding allocated, the "Total Allocated" numbers will not.

In order to better understand the diversity and reach of each project's impacts, the next few pages break down the budgetary, geographic, and thematic differences for all 92 projects.

*For a description of and deliverables from each project, please see Supporting Document 3

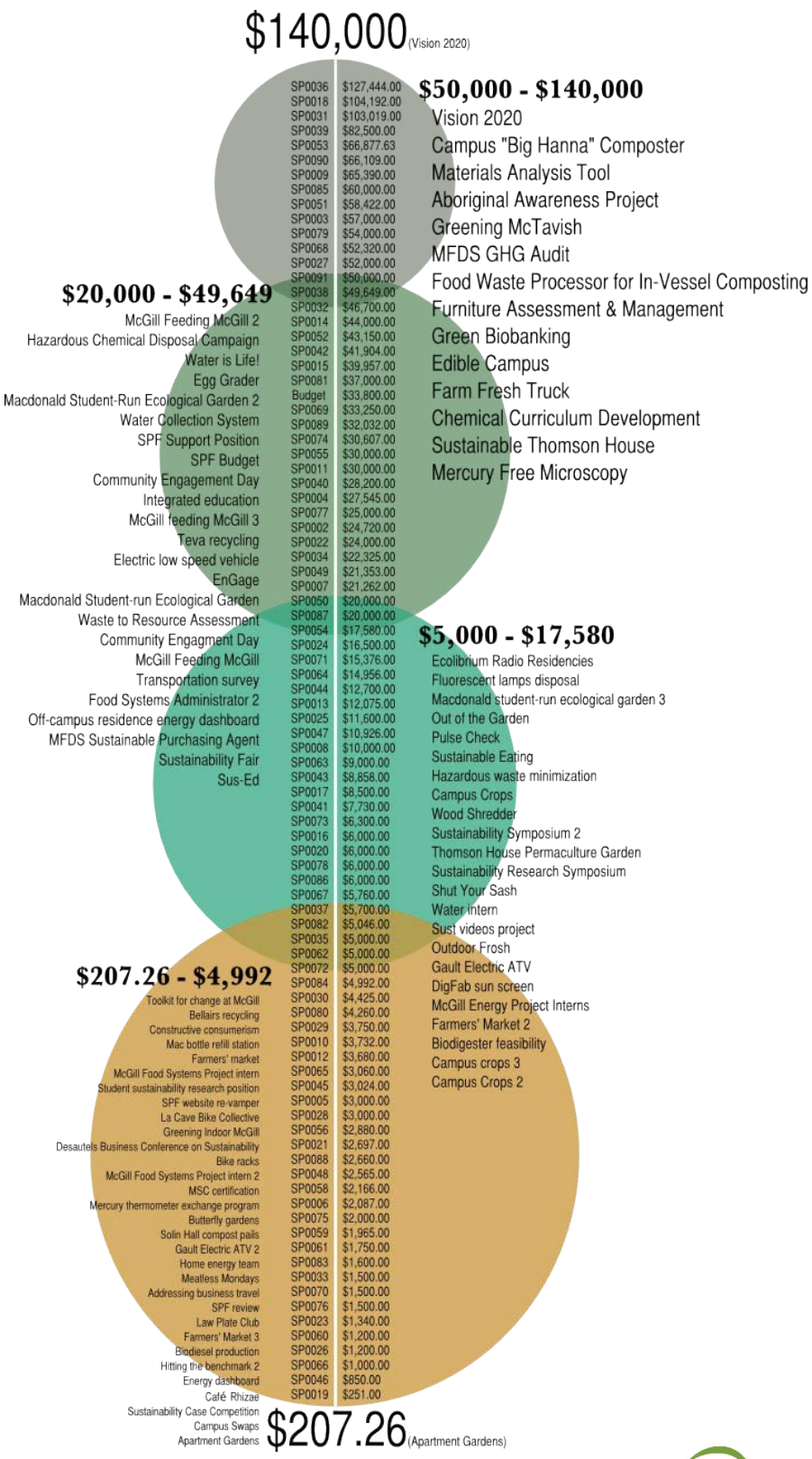
Sarah Archibald feeds students at Macdonald campus with Macdonald grown food through the **Out of the Garden** project (Project #47).

Photo by Out of the Garden

Yang Guo helps a student learn how to winterize his home with the **Home Energy Team** (Project #59).

Photo by Home Energy Team

Project Budgets: Range from Smallest to Largest



Collaboration

Collaboration has been an integral part of the SPF from its very inception, when SSMU, PGSS, MCSS, and the central administration came together to create the SPF. This collaboration has extended to the diverse individuals who make up the SPF project teams. 75% of SPF projects have a mixture of student and staff stakeholders and 30% of all projects work towards better connecting the Macdonald and downtown campuses. There have even been projects at McGill's Gault Nature Reserve and the McGill Bellairs Research Institute in Barbados. Collaborative projects have higher approval rates, can reach more members of the community, and have a stronger chance of impacting the culture of sustainability at McGill. 65% of project team members state that their project has strengthened connections between on-campus partners.

72 : Partnerships with McGill faculties and departments

Partnerships with McGill community groups: 49

106 : Partnerships with local community groups

Partnerships with Universities and Colleges: 18

"Most importantly, our project involves everyone on campus—from little old me, an undergraduate student, to multiple undergraduate students learning the new curriculum, to graduate students that I work hand in hand with in the laboratories teaching sustainable techniques, to administative staff, as we begin creating new sustainable policies."

- Connor McCarthy, Green Biobanking

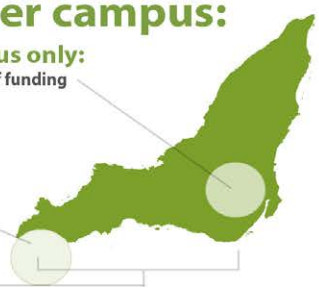
Number of projects per campus:

Downtown campus only:
55 projects with 50% of funding

Macdonald campus only:
9 projects with 9% of funding

Other: 3 projects with 0.5% of funding

27 projects with 41% of funding:
Downtown & Macdonald campuses

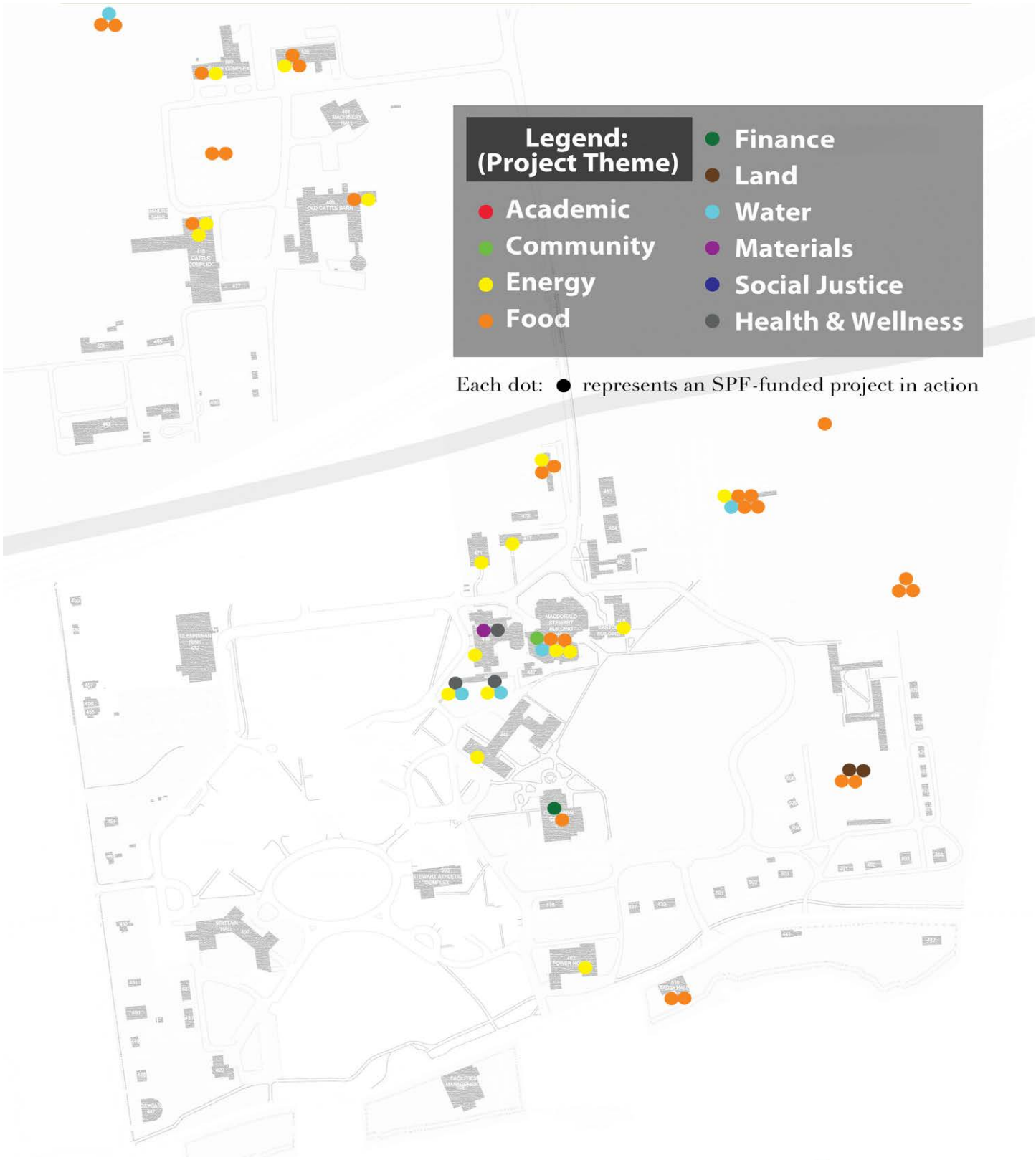


72 McGill Partners

Bellairs Research Institute
Campus & Space Planning
Centre de la Petite Enfance de McGill
Department of Anatomy and Cell Biology
Department of Anesthesia
Department of Biochemistry
Department of Biology
Department of Bioresource Engineering
Department of Chemical Engineering
Department of Chemistry
Department of Civil Engineering and Applied Mechanics
Department of English
Department of Geography
Department of Human Genetics
Department of Mechanical Engineering
Department of Microbiology and Immunology
Department of Natural Resource Sciences
Department of Oncology
Department of Pathology
Department of Pharmacology and Therapeutics
Department of Physiology
Department of Plant Science
Department of Surgery
Desautels Faculty of Management
Design Services
Development and Alumni Relations
Faculty of Agricultural & Environmental Sciences
Faculty of Arts
Faculty of Education
Faculty of Engineering
Faculty of Law
Faculty of Medicine
Faculty of Science
Facility for Architectural Research in Media and Mediation
Facilities Operations and Development
Financial Services
First Peoples' House
First Year Office
Fit@McGill
Gault Nature Reserve
Graduate and Postdoctoral Studies
Grounds
Hazardous Waste Management
Horticultural Research Centre
Human Resources
Institute of Parasitology
IT Services
Library and Collections
Media Relations Office
McGill Bookstore
McGill Residences
Network and Communication Services
Office of the Dean of Students
Office of the Deputy Provost
Office of the Provost
Office of the Principal and Vice-Chancellor
Poultry Unit
Parking Services
Printing Services
Procurement Services
Redpath Museum
Rosalind and Morris Goodman Cancer Research Centre
School of Architecture
School of Computer Science
School of Human Nutrition and Dietetics
School of Environment
School of Continuing Studies
Social Equity and Diversity Education Office
Student Life and Learning
Teaching and Learning Services
Translation and Written Communication
Utilities and Energy Management

Projects in Action: Downtown Campus

Projects in Action: Macdonald campus



List of 92 Projects: Classified by Primary Theme

FOOD

Apartment Gardens
McGill Feeding McGill 1
Edible Campus 1
Macdonald Student Ecological Gardens 1
Meatless Mondays
Food Systems Administrator 1
Campus Crops 1
Farmers' Market 1
Food Systems Administrator 2
Campus Crops 2
Edible Campus 2
Farmers' Market 2
McGill Feeding McGill 2
Macdonald Student Ecological Gardens 2
McGill Food Systems Project 1
Out of the Garden
Egg Grader
McGill Food Systems Project 2
Macdonald Student Ecological Gardens 3
Campus Crops 3
McGill Feeding McGill 3
Farmers' Market 3
Farm Fresh Truck
Constructive Consumerism
Marine Stewardship Certification

FINANCE

SPF Budget
Website Revamper
SPF Support Position
SPF Review

SOCIAL JUSTICE

Aboriginal Sustainability

ENERGY

La Cave
Macerator
Electric Vehicle
Gault Electric ATV 1
Bike Racks
Transportation Survey
Pulse Energy Dashboard
EnGage
Shut Your Sash
Pulse Check
Off-campus Dashboard
Green Biobanking
Home Energy Team
Addressing Business Travel Behaviour
Gault Electric ATV 2
Food & Dining GHG Audit

MATERIALS

Campus Composter
Hitting the Benchmark
Fluorescent Lamps
Hazardous Waste Minimization
Bellairs Recycling
Materials Analysis Tool
Hazardous Chemical Disposal
Law Plate Club
Campus Swaps
Teva Recycling
Solin Hall Compost Pails
Cafe Rhizae
Mercury Thermometer Exchange
Biodiesel Production
Biodigester Feasibility
Waste to Resource Assessment
Furniture & Asset Managment
Mercury Free Microscopy

LAND

Butterfly Garden
Greening McTavish
Wood Chipper
Sustainable Thomson House
Thomson House Permaculture Garden

COMMUNITY

Outdoor Frosh
Sustainability Fair
Vision 2020
CKUT Radio Residences Ecolibrium
Sustainability Symposium 1
Desautels Business Conference on Sustainability
Sustainability Symposium 2
Sustainability Case Competition
Community Engagement Day
Sustainability Videos Project
Toolkit for Change

ACADEMICS

McGill Energy Project
DigFab Sunscreen
Sus-Ed @ McGill
Integrated Education Hub
Chemical Curriculum Development
Sustainability Research Coordinator

WELLNESS & HEALTH

Sustainable Eating
Greening Indoor McGill Initiative

WATER

Water is Life!
Water Collection System
Macdonald Campus Bottle Refill Station
Water Intern

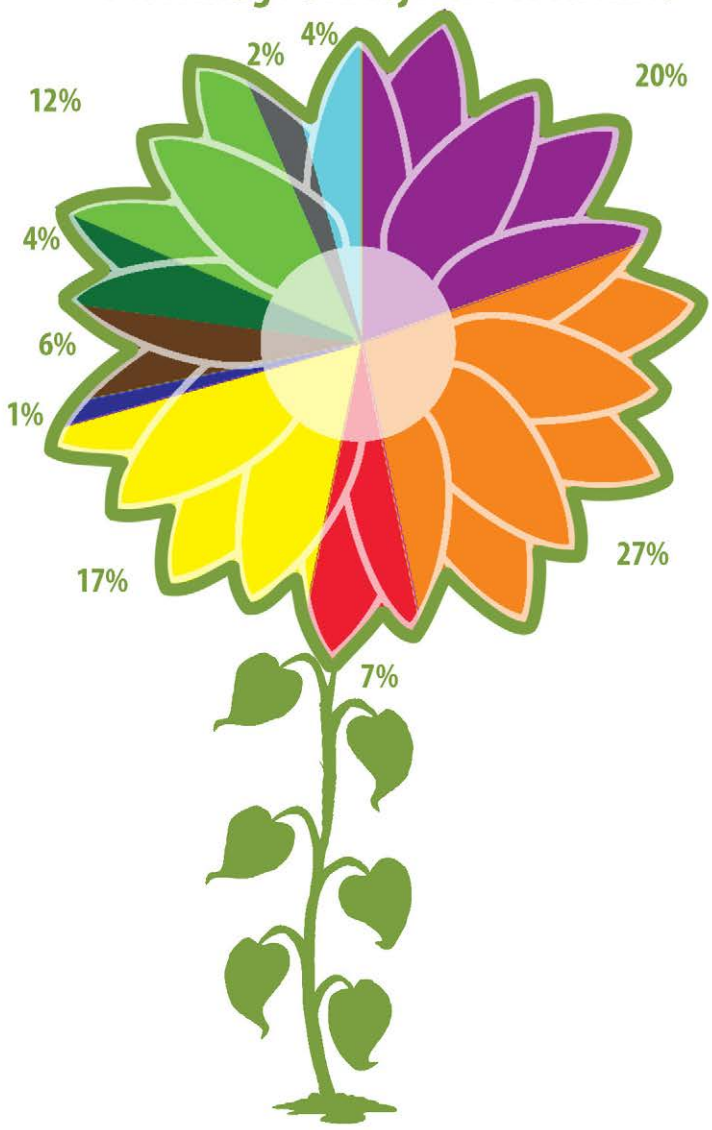
Secondary Themes can be found in Supporting Document 4

Thematic Funding

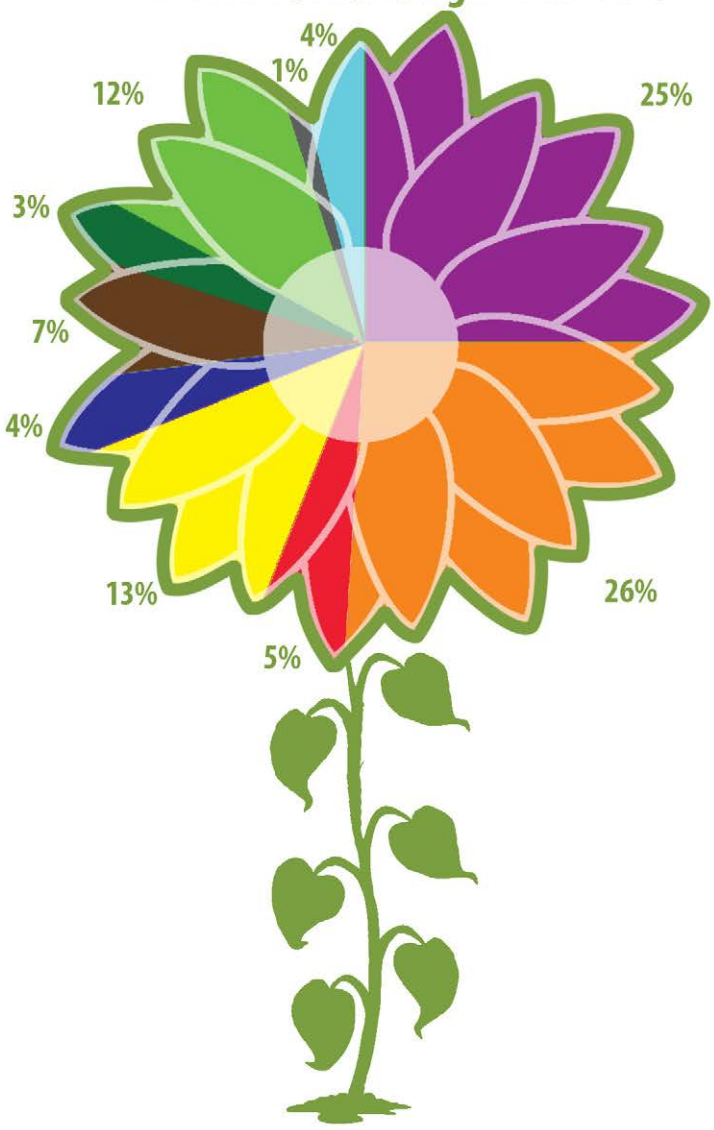
Funding per theme has loosely followed the proportion of projects per theme. This matching is important to ensure that the money allocated does not overwhelmingly represent one theme over another. As the below graphs demonstrate, this matching has for the most part, occured for every single theme. As an example, approximately 27% of the overall projects have a primary theme of food and 26% of overall funding goes towards projects with a primary theme of food.

- Wellness & Health
- Materials
- Academics
- Energy
- Social Justice
- Land
- Finance
- Community
- Food
- Water

Percentage of Projects Per Theme:



Percent of Funding Per Theme:

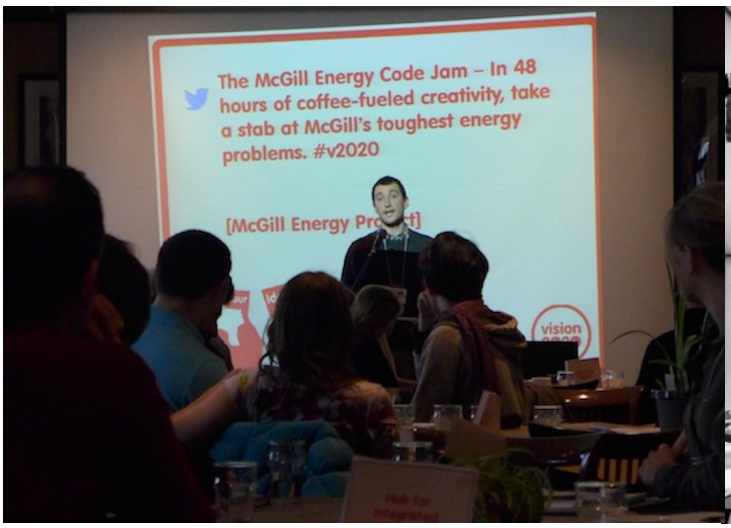


Energy:

Purpose:

To increase energy efficiency, reduce energy consumption or green house gas emissions (including transportation), or educate about sustainability energy practices

"La Cave transformed a totally dead space of an already vibrant McGill residence into a new resource and locus for the community around Solin."
-Danji Buck-Moore, La Cave (Project #5).



Marc-Etienne Brunet gives a talk at a **Vision 2020** (Project #57) event about the **McGill Energy Project**'s upcoming Code Jam to solve big energy issues at McGill (Project #67).

Photo by Radu Juster

Sun reflectors made by Architecture Master's students for project **DigFab Sunscreen** allow professors to control the sunlight that comes into the classroom and helps to reduce glare and energy consumption for summer cooling (Project#86).
Photo by DigFab Sunscreen

Aggregate Impacts:

1 real-time energy dashboard created

1 new bike cooperative created

20 jobs created

358.8 tonnes of CO_2 equivalent reduced

$77,000 in annual energy savings

Financial Breakdown:

16 projects with Energy as a primary theme: worth $272,172

6 additional projects with Energy as secondary theme: worth $136,060

Total allocated to Energy: $408,232

Shut Your Sash
ENERGY FEATURE PROJECT

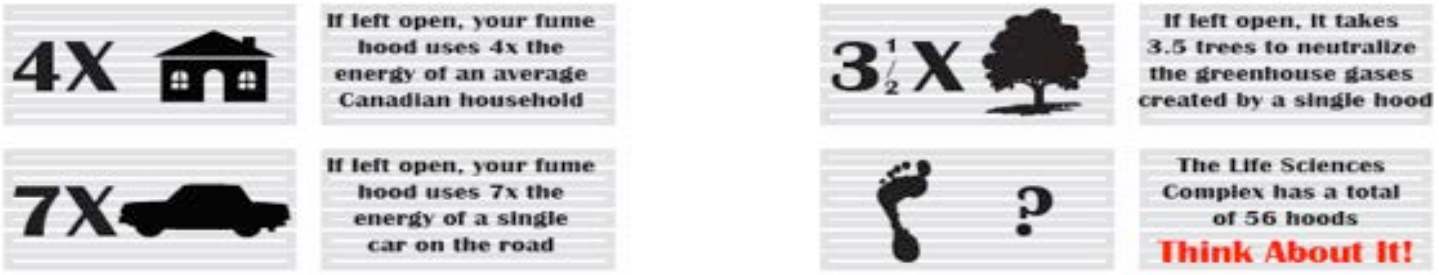
Shut Your Sash (Project #41) was a pilot campaign that aimed to reduce energy consumption in the McGill Life Sciences Complex research laboratories by educating fume hood users of the high energy cost of leaving fume hoods open longer than need be.

Fume hoods are enclosed workstations that are used in laboratory research to ensure the safety of laboratory personnel. There are 56 fume hoods in the Life Sciences Complex and more than 800 fume hoods across all of McGill. Each fume hood in the Life Sciences Complex costs $1,626 in energy and produces 7.9 tons of CO_2 equivalent annually.

By simply placing easy-to-understand posters and stickers next to each fume hood, Shut Your Sash drastically altered fume hood users' behaviour. When assessed six months later, the average fume hood height had dropped from 29.9 cm to 6.8 cm- the change had stuck! Based on the current patterns, this will result in an 86% reduction in energy consumption and an annual savings of $77,000 in the Life Sciences Complex alone.

The Shut Your Sash team is now working on institutionalizing their educational campaign. They have introduced the importance of closing fume hoods into introductory research courses in the Life Sciences Complex building and hope that this project can be expanded to other buildings at McGill.

"I think the most important thing that I learned is that when initiating a sustainability project in a laboratory setting less is more. When people were disinterested in our project at first it was because they feared how much work it would be. When they realized that it would take them an extra second or two only one individual said "is that it!". The answer yes sustainable practices can be that easy."
Lauren Van Der Kraak, Shut Your Sash



The **Shut your Sash** team created posters and stickers (such as the ones above) and posted them on and nearby the 56 fume hoods in the Life Science Complex building (Project #41).

Images by Ian David Blum

Land:

Purpose:

To transform land into green space or farmland, or to increase its ecological health and resilience

"I have been really impressed and humbled by the dedication of the students and staff involved. Students have dedicated so many hours to improve a building that most had never even visited before . . I am really attached to this project, and it is the single most challenging thing I've ever worked on. However, it's also one of the most rewarding."
- Shona Watt, Sustainable Thomson House (Project #27).

Macdonald Campus Graduate students build a shared learning and community space for the **Butterfly Garden** project (Project #48).

Photo by Butterfly Garden

Community members consider the experimental green spaces implemented by the **Greening McTavish** project (Project #53).

Photo by Greening McTavish

Aggregate Impacts:

14.71 acres of McGill land used to grow food

75 buildings audited for water, energy, or waste

493 m^2 of green space created downtown

1,541 new plants planted

Financial Breakdown:

5 projects with Land as a primary theme: worth $144,867

16 additional projects with Land as secondary theme: worth $545,794

Total allocated to Land: $690,661

McGill Feeding McGill 1,2, & 3

LAND FEATURE PROJECT:

McGill Feeding McGill (MFM, Projects #2, #38, #74) is a Plant Science and McGill Food and Dining Services initiative that aims to produce, process, deliver, and consume food at McGill while integrating learning and research. This three-part, multi-year project brings food grown at the Macdonald campus farm to McGill's downtown campus to be served in the dining halls. Through this project, 12.5 acres of farmland have been converted into a hub of production, employment, and applied student research. MFM has grown considerably over the years. In 2010, MFM produced approximately 10,000 kg and paid out 2,240 hours-worth of student wages. In 2012, MFM produced approximately 25,000 kg and paid out 5,020 hours-worth of student wages. Over these years, there was also a three-fold increase in the number of students working on this project.

All of the food produced has gone into the student dining halls, meaning that each day during harvest season, 4,000 students have access to locally-grown food. Over the past 3 years, an estimated 1,764,000 meals containing fresh MFM produce have been consumed by McGill students. Thanks to the mass quantities of local produce that MFM produces, approximately 20% of residence food is now sustainably sourced. MFM has also been integrated as a learning tool for 353 students in 8 different courses. In 2011, MFM installed a three bay high tunnel, which enabled them to expand their growing space by 836m^2 and to extend their tomato growing season into mid-November. That means more food purchased locally, and less shipped in from warmer climates, which is a challenge in Quebec!

In addition to these great achievements, in 2010 MFM became the first Quebec farm to be certified "local sustainable" by Local Food Plus. They have also expanded and linked up with other projects. They have multiple ties to the Macdonald Student-run Ecological Gardens (MSEG, Projects #4, #42, #71)) and use another SPF funded project, the Farm Fresh Truck (Project #79), to deliver their produce more efficiently, and inspired the Egg Grader (Project #52).

Contributors to **McGill Feeding McGill** from Plant Science and Food and Dining Services show off some of their produce at the McGill Feeding McGill Macdonald farm (Projects #2, #38, #74).

Photo by McGill Feeding McGill

Materials:

Purpose:

To change the way sin which materials are procurred, used or disposed to integrate sustainability.

"[The SPF] made it possible for me to conduct my own research into developping a protocol for growing edible mushrooms on spent coffee grains. The opportunity to identify a problem and independently design a study from scratch to solve that problem was something that I did not know was possible to do at McGill."
-Emile Gluck-Thaler, Café Rhizae (Project #60).

Susan Mahon and Jill Parlee stand in front of their newly built **Bellairs Recycling** shack at McGill Bellairs Research Institute in Barbados (Project #30).

Photo by Bellairs Recyling

Matt Park and Emile Glück-Thaler sift through materials in order to grow mushrooms from coffee grounds for their project **Café Rhizae** (Project #60).

Photo by Cafe Rhizae

Aggregate Impacts:

9 buildings audited for waste usage

26% of all project team members surveyed felt they made changes towards more sustainable purchasing

210+ materials analyzed for sourcing by the Materials Analysis Tool

111,463 kg of materials diverted from landfills

Financial Breakdown:

18 projects with Materials as a primary theme: worth $530,382

7 projects with Materials as a secondary theme: worth $145,515

Total allocated to Materials: worth $675,897

Hazardous Waste Minimization

MATERIALS FEATURE PROJECT:

Hazardous Waste Minimization is a project that aims to reduce some of the enormouse amount of laboratory waste generated by McGill each year in three tangible ways. First, they aim to convert solvent based Liquid Scintillation Cocktail (LSC) users to eco-friendly cocktail users. Second, they aim to minimize biomedical waste by autoclaving and diverting non-hazardous waste from the bio box to the proper waste stream. Third, they aim to minimize chemical waste by reducing the number of repetitive procedures. They began by auditing 77 labs to identify three key leverage points for reducing waste.

While the implementation of the recommendations has not yet started, the potential for future impacts is enormous. First, the project team members are now aware of who the largest waste producers on campus are and of how they can target efforts accordingly. Second, this project is pushing to implement training in proper waste management for specific departments, which would further reduce waste through altered behaviour. Finally, this project has yielded some new and somewhat startling findings that could change how waste is processed at McGill.

The best example for this stems from Phase Three of the project, where it was discovered that 80% of the biomedical waste generated by McGill could potentially be sterilized and disposed of in regular landfill instead of being brought to an incinerator in Moncton, New Brunswick as is currently the practice. If this change were implemented, there would be a potential saving of $50,000 per annum in addition to 50,000 kg of waste diversion, significantly reduced greenhouse gas (GHG) emissions, and reduced transportation distances and costs.

Undergraduate chemistry student Matt Bohan explains how **Hazardous Waste Minimization** will improve laboratory practices throughout McGill (Project #25).

Photo by David Loach

McGill employee moves hazardous waste out of McGill buildings (Project #25).

Photo by David Loach

Social Justice:

Purpose:

To increase equity, diversity, or inclusion

"The element of the project that exceeded my expectations was the amount of positive feedback that I received from participants"
- Nicole Ebert, CKUT Radio Residencies Ecolibrium (Project #54).

CKUT-trained Alice Pradel interviews **Macdonald Student-run Ecological Gardens** (Projects #4, #42, #71) workers Clemence Briand-Racine and Pauline Richard for the **CKUT Radio Residencies Ecolibrium** project (Project #54).

Photo by MSEG

Campus Crops volunteers proudly show off their flourishing garden and freshly harvested garlic (Projects #8, #35, #72).

Photo by Campus Crops

Aggregate Impacts:

51 workshops on social justice

60% of all project team members surveyed felt that their SPF project enabled to make change

1,122 people educated on aboriginal issues and sustainability

1,836 people educated on food justice and sustainability

15,410 charity meals served

Financial Breakdown:

1 project with Social Justice as a primary theme: worth $82,500

7 projects with Social Justice as a secondary theme: worth $255,274

Total allocated to Social Justice: $337,774

Aboriginal Sustainability

SOCIAL JUSTICE FEATURE PROJECT:

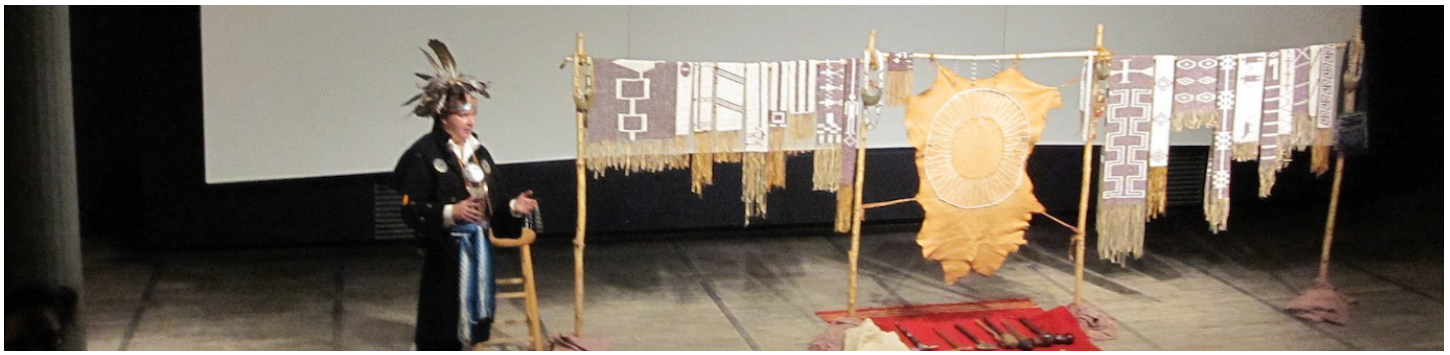
The Aboriginal Sustainability (Project #39) seeks to develop a broad-based educational campaign that provides programming and opportunities for bridge-building among diverse members of the McGill community around aboriginal issues. More specifically, their goals are to increase general knowledge of indigenous history and current issues, to foster dialogue between indigenous and non-indigenous students on campus, to integrate indigenous perspectives into existing curricula, and to promote community-based learning that encourages civic engagement.

The Aboriginal Sustainability Project has been busy in pursuit of these goals. They have so far held 34 events and workshops, attracted 1103 event attendees, and partnered with 38 other campus and community projects. They have become a hub for indigenous projects and initiatives and have succeeded in creating much greater visibility and importance within the campus community.

Some of their most celebrated initiatives include:

- Aboriginal Awareness Week, which increases on-campus awareness about the indigenous peoples of Canada. 35% of event attendees reported that their participation helped with their academic program.
- Pow Wow on lower field, which is a chance for celebration of indigenous culture.
- Indigenous Film Festival, which highlights a variety of indigenous issues.
- Homework Help, which is an after school tutoring program that links McGill students with high school aged students from the Kahnawake Mohwak community just south of the island of Montreal. This program aims to break down barriers to access to education while encouraging indigenous youth to rethink the possibility of post-secondary education.
- Best Story Ever Told, which integrates media literacy with education. All educational workshops are followed by an arts and crafts session.

Already a thriving and popular project, the Aboriginal Sustainability Project has many more initiatives to look forward to in the near future. Most notably, they are launching a pilot internship programme, and have been crucial in the creation of the forthcoming study program at McGill, known as “First Peoples’ Studies”.



An elder gives a speech during Aboriginal Awareness Week through **Aboriginal Sustainability** (Project #39).
Photo by Aboriginal Sustainability

Food:

Purpose:

To sell, grow, or educate about food; to help build a food system from which the McGill community can be proud to eat

"It was [MSEG] that made me decide to come study agriculture at Mac. Coming to Mac, I knew that my courses would be more theoretical than practical and I hoped that with this project I would have more applied learning. This is indeed what happened!"
-Vincent Bonner Guenette, MSEG (Projects #4, #42, #71)

Students enjoy a recent harvest from the **Macdonald Student-run Ecological Gardens (MSEG** Projects #4, #42, #71).

Photo by Owen Egan

McGill's Executive Chef Oliver Di Volpi visits Maritime fisheries in preparation for McGill's **Marine Stewardship Certification** for sustainable seafood (Project #88).

Photo by Marine Stewardship Certification project

Aggregate Impacts:

1 student-run café created

1 Farmers' Market

111 jobs created

63,000 kg of food grown, processed, delivered, and eaten at McGill

1,750,000 meals served in McGill dining halls using, in part, food grown at McGill

Financial Breakdown:

25 projects with Food as a primary theme: worth $571,907

9 projects with Food as a secondary theme: worth $258,672

Total allocated to Food: $830,579

Edible Campus 1 & 2
FOOD FEATURE PROJECT:

Edible Campus (Projects #3, #36) is a small garden with a big impact! Created as a collaborative project between the McGill School of Architecture's Minimum Cost Housing Group and Santropol Roulant, the Edible Campus has converted the lifeless grey areas by the Burnside and Otto Maass buildings into a lush, edible community space and an urban agricultural hub. This ambitious project demonstrates strategies for increasing urban food production and creating a sustainable food cycle that includes food production, preparation, food delivery, and composting. The food that they grow feeds Santropol Roulant's 600 limited-mobility low-income Meals-on-Wheels participants. Over their 3-year existence, Edible Campus' produce has contributed to almost 15,000 meals.

Right from the very start of the process, Edible Campus has used their 505 m^2 area in an environmentally conscientious way. They recycle and re-use many growing containers, use organic wastes and food scraps from their kitchen to mulch their gardens, collect rainfall to water their crops, and even deliver most of the food by foot or bike.

The variety of plants and proximity of the project makes it a prime space for campus community involvement. In total, Edible Campus has hosted more than 32 events, 36 workshops, and 21 talks, totaling 3,000 event attendees and 600 volunteers. Each volunteer was given hands-on experience in urban gardening. A total of 1,000 people were educated in food politics and social justice, and 112 more in the art of beekeeping (apiculture).

Edible Campus has excelled in other ways as well. For instance, 5 students received credit for research, 4 studies have been conducted, and 5 peer-reviewed papers have been published or submitted for publishing. The Edible Campus has also been featured on David Suzuki's *The Suzuki Diaries*, and has received a visit from His Excellency, the Right Honourable David Johnston (Governor General of Canada).

The Edible Campus continues to grow. In 2013 they will add permanent containers along Burnside Hall, will put in new panels and placards to educate visitors, will dedicate a section of the garden to becoming a collective for the McGill community, will display an exhibit at the Canadian Centre of Architecture, and may publish a book.


Edible Campus (Projects #3, #36). *Photos by Edible Campus*

Community:

Purpose:

To bring the community together, build new connections, and weave a vibrant social fabric working toward a better future

"Our meetings bringing the symposium together were intense! One day we planned for 8 hours straight - we laughed, (almost) cried, and consumed massive amounts of coffee. It was great fun to work with this team."
- Sarah Wilson, Sustainability Symposium (Projects #17, #63).

Students and staff collaborate to integrate sustainability into all aspects of McGill at a **Vision 2020** event (Project #57).

Photo by Alex Pritz

Outdoor Froshies pose at the end of their 3-day hike through the Quebec wildnerness during **Outdoor Frosh** (Project #20).

Photo by Trevor Knight

Aggregate Impacts:

50 promotional videos produced

75 radio & TV interviews conducted

87% of project team members felt more connected to the McGill community after their involvement with the SPF

470 participants visited a location that they had not been before

651 events

Financial Breakdown:

11 projects with Community as a primary theme: worth $249,322

55 projects with Community as a secondary theme: worth $1,221,655

Total allocated to Community: $1,470,977

Community Engagement Day

COMMUNITY FEATURE PROJECT:

Community Engagement Day (CED) is a new project from the Social Equity and Diversity Education (SEDE) Office that aims to celebrate and promote existing initiatives that connect McGill and the surrounding communities and build new relationships. On Friday, October 5th, 2012, approximately twenty group activities took place on campus and around the city to give McGill students, staff, faculty and alumni the opportunity to contribute their time and learn about the social issues that these partner community organizations address. Activities included public discussions, community walking tours, urban gardening, and youth mentorship.

CED provided a bridge between McGill and the greater community through partnerships with 64 local organizations. More than 1,000 McGill community members were able to participate and learn about projects on a wide variety of topics related to equity, diversity, and social sustainability. Fully 82% of participants stated that CED positively influenced their perception of possibilities for community engagement opportunities at McGill. A sampling of community partnerships highlight the diversity of projects that CED was involved with: the Heart of the City Piano Program Workshop, the NDG Food Depot, the Burgundy Urban Mediation Project, the South Asian Women's Community Centre, and the McGill Dentistry Run for Outreach.

CED achieved an enormous amount in its first year, and will only continue to grow and connect great movements, organizations, and people in and around the McGill community. Look forward to the second CED in Fall 2013!

Community Engagement Day coordinator Max Halparin introduces participants to the variety of events (Project #69).

Photo by Hossein Taheri

Wellness & Health:

Purpose:

To increase the wellness and health of the community

"The project was successful and exceeded my expectations. I was able to conduct my Master's research project using the SPF project I was working with, and even presented my research findings at an international-level conference."
-Tracy McDonough, Sustainable Eating (Project #13).

Macdonald campus McGill employees pose with their plants after a **Greening Indoor McGill Initiative** workshop (Project #65).

Photo by Danielle Donnelly

A purchase is made at the **McGill Farmers' Market** on McTavish Street (Projects #12, #37, #76).

Photo by Farmers' Market

Aggregate Impacts:

1 psychology study on sustainability and happiness

1 forthcoming peer-reviewed paper on sustainable eating

393 wellness workshop attendees

Financial Breakdown:

2 projects with Wellness & Health as a primary theme: worth $15,135

7 projects with Wellness & Health as a secondary theme: worth $135,145

Total allocated to Wellness & Health: $150,280

Sustainable Eating

WELLNESS & HEALTH FEATURE PROJECT:

The main goal of the Sustainable Eating Project is to promote healthy, sustainable eating to students living off-campus. To achieve this, the project acts as a catalyst to bring together Dietetic Stagiaires and graduate students from the School of Dietetics and Human Nutrition, the Fit@McGill Health Promotion team at Student Health Services, and the Food and Dining Services team. Together, with a shared definition of sustainable eating, these groups align to offer education and promotion of sustainable food.

More specifically, Sustainable Eating teaches students eating habits that are healthy for them and the environment. The three tenets of sustainable eating that they teach are: eating locally, eating meatless meals, and cooking at home. Strategies for choosing sustainably grown foods and planning and preparing healthy, balanced meals are disseminated through information kiosks, website education tools, cooking demonstrations, and cooking workshops throughout the McGill student community.

Volunteers from Sustainable Eating held 9 wellness workshops at the Farmers' Market (Projects #12, #37, #76), and produced 5 informational videos. But the reach of their efforts went beyond education and awareness: 2 jobs were created, 9 internships were established, 2 students have so far received credit for their Applied Student Research (ASR), 1 Master's thesis was written (titled *Modifying Students' Intentions to Eat Sustainably*), and 410 students each year are now in courses with integrated SPF learning materials.

Finally, Sustainable Eating is a perfect example of how creativity and face-to-face interaction are keys to success; participants were provided with samples of sustainable food on edible dishes such as cabbage leaves in order to minimize waste. They were also provided with recipes to kick start them on their pathway to sustainable eating. Proving that healthy does not always have to include spinach, below is a delicious recipe for Raw Apple Crisp, courtesy of the Sustainable Eating Team!

Ingredients	Quantity 4 servings	Instructions
Apples, cored, 1/2 inch cubed	2	Mix apples and orange juice in a bowl until fruit is fully coated
Oranje Juice	2 Tbsp	
Pecan Halves	1/2 cup	Combine remaining ingredients in a food processor or blender until roughly chopped. Spoon nut mixture over apples and serve
Hazelnuts	1/2 cup	
Raisins	1/2 cup	
Ground ginger	1/2 tsp	
Ground cinnamon	1/2 tsp	

Canadian Food Guide servings: 1 serving Fruit & vegetables, 1 serving of Meat and Alternatives
Excellent Source of: Vitamin E
Good Source of: Fiber and Thiamin
Source of: Vitamin C, Vitamin B6, iron, riboflavin, niacin, folate

Raw Apple Crisp recipe from Sustainable eating.

Sustainable Eating (Project #13) stagaires at their Farmers' Market booth (Project #12).
Photo by Sustainable Eating

Finance:

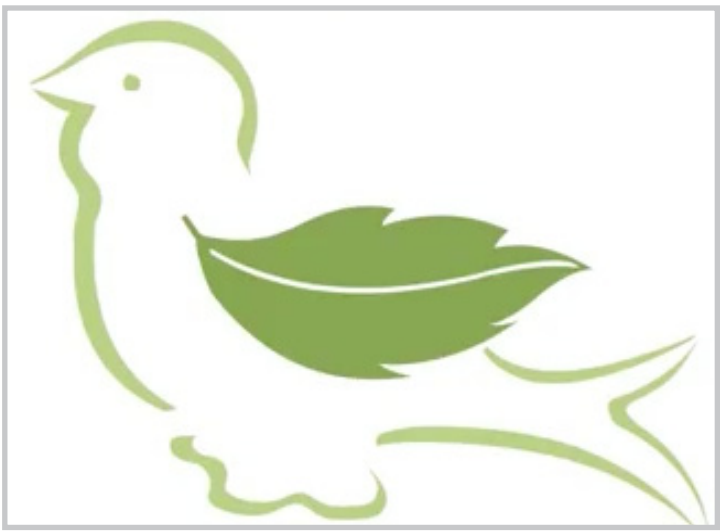
Purpose:

To integrate sustainability into how resources are allocated and ensure economic viability

"The Fund boasts many positive features, including: competitive application processing times, good application assistance and extensive feedback, and excellent efficiency of the minimal resources of the SPF staff. Indeed, no systemic flaws, major inadequacies, or waste were found during the review."
-SPF Review Committee Report, SPF Review (Project #83).

Jen Cox discusses her role as the SPF Senior Accounting Clerk through project **SPF Support Position** (Project #81).

Photo by David Loach



The iconic SPF Bird was created by graphic designer Steve Roy as a result of the **Website Revamper** (Project #10).

Image by Steve Roy

Aggregate Impacts:

3 start-up companies created

16 full-time positions created

202 people employed, 186 of which were student

$235,000 of procurement diverted from non-sustainable to sustainable sources

110,376 estimated hours worked or volunteered, equivalent to 53 work-years

Financial Breakdown:

4 projects with Finance as a primary theme: worth $76,132

10 projects with Finance as a secondary theme: worth $505,219

Total allocated to Finance: $581,351

SPF Budget

FINANCE FEATURE PROJECT:

Since 2010, approximately three interns each year have been hired to support the SPF. Although these interns have done a variety of tasks, they have mostly focused on 3 areas: Applied Student Research (ASR), Finance & Reporting, and Multimedia.

Since 2010, six different students have held the position of ASR intern. They have made great strides towards creating more ASR opportunities at McGill, recording ASR projects students have worked on, and making ASR opportunities more accessible towards students, staff, and faculty in all departments. They have been building a database of past ASR projects with Libraries and are currently planning an ASR strategy for various faculties at McGill. One of the very first ASR interns, Susanna Klassen, is now doing her own ASR project through the Integrated Education Hub (project #89) on how to incorporate more ASR opportunities at McGill.

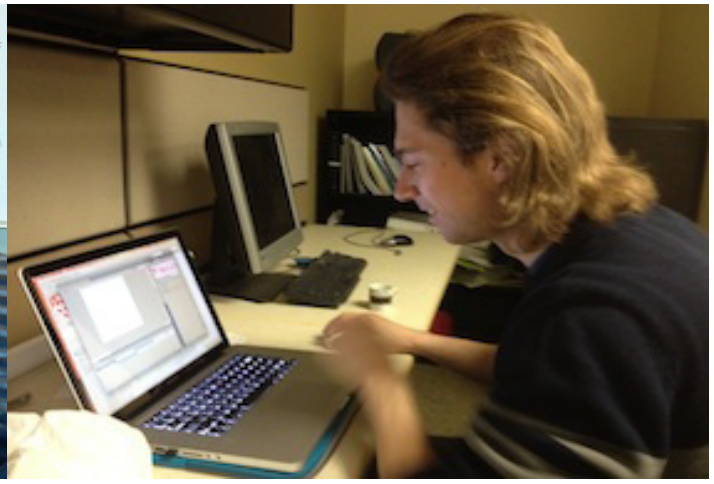
Since 2010, four different students have held the Finance and/or Reporting intern position. Students in these positions have helped to collect vital data on each SPF project, have compiled and analyzed SPF project financial data, and have helped to produce annual reports (including this one). Former Finance intern Jen Cox later joined the SPF team full-time as the Senior Accounting Clerk.

Since 2010, the SPF has had three Media interns. They have helped numerous projects create their project videos, have created web content and the SPF graphics now posted over campus, and have taken pictures at almost every SPF event.

These interns and their wonderful work have significantly contributed to the achievements of the SPF.

SPF Budget (left to right) SPF Administrator Lilith Wyatt and Applied Student Research interns Victor Tran, Andrew Wu, and Evan Henry prepare an Applied Student Research plan (Project #0)

Photo by Jen Cox



SPF Budget media intern Dave Loach helps another SPF project make a video about their achievements (Project #0).

Photo by Jen Cox

Academics:

Purpose:

To increase Applied Student Research (ASR) or to integrate sustainability into research or curriculum

"There is something about my research that I find extremely interesting and motivating, and that is its sustainable character. The MFSP has spawned many Applied Student Research (ASR) projects, including mine which focuses on understanding its past and current change process. Hopefully, the outcome of my project will be a useful tool for many other sustainable efforts on campus." **-Paula Zalba, Change Toolkit (Project #84).**

Students enjoy the repurposed outdoor furniture implemented by undergraduate Urban Planning students for project **Hitting the Benchmark** (Project #23).

Photo by Thomas Rowlinson

Elyse Champagne experiments with making biodiesel in the **Biodiesel Production** project (Project #70).

Photo by Matt Bohan

Aggregate Impacts:

2 complete curriculum changes

179 students receiving credit for research

1,478 students in courses with SPF material

All Post-Graduate led SPF projects have had an Academic component

Financial Breakdown:

6 projects with Academics as a primary theme: worth $116,363

37 projects with Academics as a secondary theme: worth $1,062,659

Total allocated to Academics: $1,179,022

Chemical Curriculum Development

ACADEMICS FEATURE PROJECT:

Chemical Curriculum Development is a project which demonstrates the remarkable achievements that can happen when the academic mission of a university is applied to improve how the university works. A partnership between undergraduate and graduate students, aided by postdoctoral researchers and professors Friščić and Lumb from the Chemistry Department, this project seeks to integrate the principles of sustainability into lab modules in the undergraduate chemistry curriculum at McGill. More specifically, students were hired to redevelop experiments to bridge the artificial gap between classical chemical synthesis, Green Chemistry, and sustainability-related studies. These are then integrated into the CHEM 392 teaching laboratory.

The Chemical Curriculum project has many impressive deliverables already: So far, 12 studies have been conducted, six students have partaken in Applied Student Research (ASR), six student jobs were created, and 45 students are now in classes with integrated SPF learning material. One research program was created, which established a model for the continued development of sustainability-oriented chemistry exercises as well as a continuous annual audit of water, solvent, and energy of a chemistry laboratory.

Better yet, the impact of the Chemical Curriculum Development project will only continue to grow. Not only do the project leaders expect that 45 additional students each semester will be enrolled in this class, but also Professors Friščić and Lumb have developed a model for this type of lab-based curricular redevelopment that engages students in the process and integrates genuine inquiry and the principles of sustainability. This will help share transferable lessons with other professors and departments at McGill and beyond. Continued creativity and research in curriculum development can ultimately lead to an even more sustainable lab practice. Ultimately, this project hopes to replace petroleum-derived chemicals with renewable feedstocks, and to develop an undergrad curriculum where students can contribute to academic research by performing experiments that produce raw materials that can then be used by graduate students in their research laboratories.

Undergraduate Chemistry students Steven Hun and Martin Glavinovic conduct experiments for the **Chemical Curriculum Development project** in order to make CHEM 392 more engaging, exploratory, and more environmentally sustainable (Project #68).

Photos by David Loach

Water:

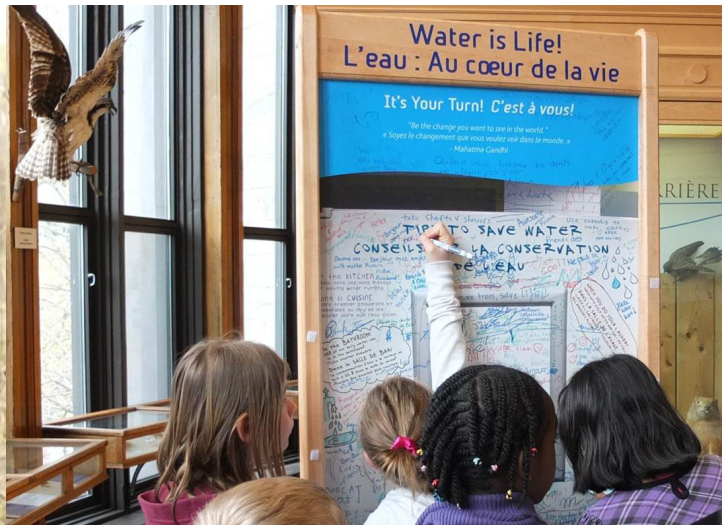
Purpose:

To reduce water consumption or change consumption patterns

"Site tours are provided to several classes in the Faculty of Agriculture and Environmental Sciences and to the residents of Ste-Anne-de-Bellevue. People are excited about the technology and are adopting it. I have set up another rainwater harvesting system (for local residents) for the purpose of garden irrigation this summer. Thus the knowledge of sustainable technologies is spreading." **-Sadman Islam, Water Collection (Project #15).**

The **Water Collection** team brainstorms the best ways to use the Macdonald campus greenhouses to collect rainwater for land irrigation (Project #15).

Photo by William Miller



Elementary school childern visit and leave comments at the Redpath Museum **Water is Life!** exhibit (Project #14).

Photo by Amy Blazer

Aggregate Impacts:

34 buildings audited for water usage

56,601 water bottles diverted from landfills

954,000 litres of rainwater collected and used to water crops at Macdonald campus farms

Financial Breakdown:

4 projects with Water as a primary theme: worth $94,007

5 projects with Water as a secondary theme: worth $198,497

Total allocated to Water: $292,504

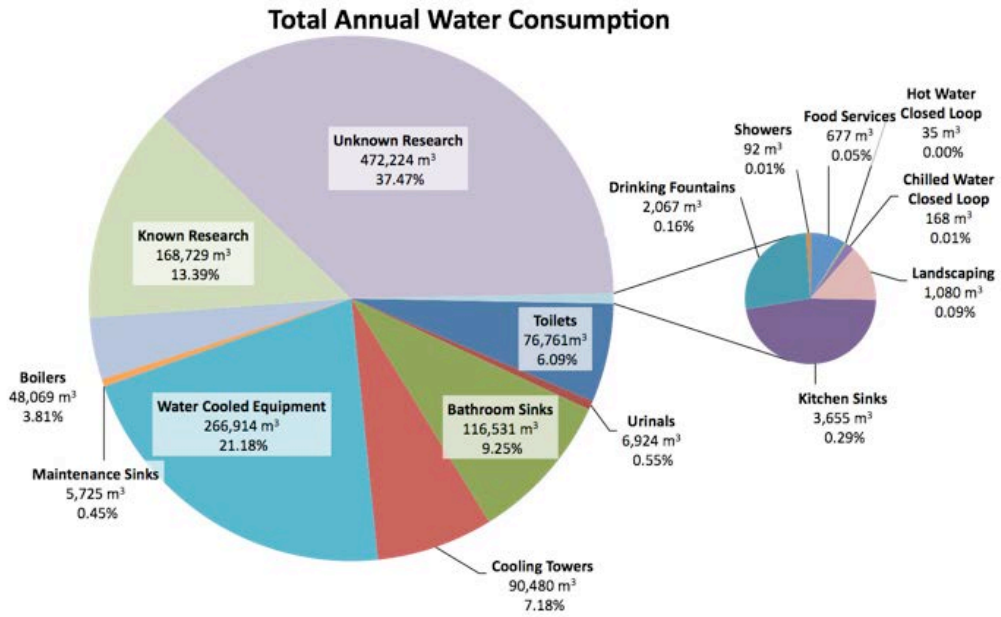
Water Intern
WATER FEATURE PROJECT:

In summer 2012, in response to the mandate by the Quebec Ministry of Education to reduce water usage by 10% by 2015 and 20% by 2020, McGill University Services hired an intern to determine the baseline water usage on the downtown campus, and to help identify areas where consumption could be reduced. In this first ever water audit conducted at McGill, the intern Ryan Maliska audited 32 buildings across the downtown campus.

Maliska identified McGill's total annual water consumption, as between 1.3 – 2.8 million m^3 of water. To give an idea of scale, that is enough water to flood the entire island of Montreal under 5 centimetres of water, or the equivalent of between 720 and 920 Olympic-sized swimming pools!

Based on his findings, Maliska made four recommendations for reducing water usage: (1) to audit remaining buildings on the Macdonald and downtown campuses, (2) to continue to enforce McGill's standards for building upgrades and new construction, (3) to install low water use equipment only, and (4) to replace all once-through water cooled equipment on campus.

As a result of this project, McGill is currently implementing recommendations 1, 2, and 3 from above. An intern has just been hired to audit Macdonald Campus, and an audit will be underway for the remaining downtown buildings in the summer of 2013. All new buildings, renovations, and fixture replacements at McGill will now feature low water use equipment.



Water Intern Ryan Maliska's breakdown of water consumption at McGill's downtown campus (Project #73).

Lessons Learned

Since its creation in 2009, the Sustainability Projects Fund (SPF) has received an enormous amount of feedback concerning what has worked, what has not worked, and where there is room for improvement. This feedback has come from applicant feedback forms, outreach events, SPF Working Group recommendations, the SPF Review Committee report, and two surveys of project members. Below, the SPF team summarizes the eight most significant lessons we have learned over the past few years and the steps we are taking to move forward.

Lesson 1: The thirst for a culture of sustainability has proven to be very real. Toward this goal, SPF has provided much more than financial support to the campus community.

The SPF staff have been inspired by the breadth and range of people, projects, and champions that have come out of the woodwork. The right people and right ideas were always there, but what was missing was (a) funding to kickstart new initiatives, (b) institutional knowledge about how to make things happen, and (c) a community or network of relationships. The SPF has been effective in providing all three resources to enable McGill to do more, and is excited to continue providing this support in the future.

Lesson 2: Parity and consensus have been critical to the success of the SPF in building trust, shared understanding, and community.

The parity (half students, half staff) of the eight-member SPF Working Group and its consensus decision-making process that governs the SPF and allocates funds has been a shining example of a diverse group of people working together to improve the campus. Particularly within a context of fiscal constraints, this collaboration will continue to be important. We will do our utmost to continue build trust, shared understand, and community through SPF projects and our processes.

Lesson 3: We need to better engage graduate students and academic staff.

While undergraduate students and administrative staff have made up the largest proportion of applicants and project team leaders, projects led by graduate students and academic staff have also begun to grow in numbers. We will reach out to these groups by showcasing not only projects where people have gone above and beyond their role on campus, but also the opportunities to pilot or apply research on campus and connect with like-minded people within an academic purview.

Students and staff help construct permaculture gardens around Thomson House for the **Thomson House Permaculture Garden** project (Project #43).
Photo by David Loach

Project leader Deacon Blue shows off his basil plant grown through his urban gardening project, **Apartment Gardens** (Project #1).
Photo by Apartment Gardens

Lesson 4: We learned that transparency is not only about having information available, but also ensuring that it is accessible to and easily understandable by the campus community.
In order to address the request from the community and SPF Review Committee Report to improve transparency, we have begun by making several changes to our website. Specifically, we are making the website more searchable and constantly adding more information, such as original applications, project budgets, and project updates to each project's webpage, in addition to general information about the SPF's activities and fund allocation.

Lesson 5: We need to communicate more creatively, and more efficiently in order to increase awareness and visibility.
The SPF is currently reimagining our communications staff, structures, and strategies in order to figure out the best way to achieve this. We strive to make the SPF's presence a more living and breathing one, with a wider reach.

Lesson 6: We need to increase our capacity in order to meet the growing needs of the SPF and its projects.
We have increased staff capacity already by hiring an accountant and a part-time web coordinator. We are continually striving to balance the need for adequate project support and our commitment to ensuring low overhead costs.

Lesson 7: We need to continue to reach out to those at McGill active in social sustainability to ensure that the SPF sufficiently integrates the social pillar of sustainability
Although we have begun to do this through focused projects such as Aboriginal Sustainability (Project #69) and Community Engagement Day (Project #69), we will continue to build partnerships and identify opportunities to better integrate social justice, inclusion and other principles of social sustainability into all SPF projects.

Lesson 8: The feedback process as a co-learning environment has worked in the community's favour.
The SPF Working Group members have often stated how much they have learned from reviewing applications. Project leaders have also indicated through surveys that they have learned from the SPF feedback process, particularly in terms of how to develop a project and how to affect change. While the projects have always been expected to align with criteria of communication, community engagement, and nurturing learning, we didn't expect the learning through the application process to be so valuable to the development of the SPF and those involved.

Campus Swaps project leader Christian D'Andrea (right) takes a break with a volunteer while unloading a truck full of student "stuff" for resale to new students (Project #46).
Photo by Campus Swaps

Students learn about farming onions from Horticulturalist Mike Bleho from **McGill Feeding McGill** (Projects #2, #38, #74)through the **McGill Food Systems Project** (Projects #45, #56, #80).
Photo by MFSP

Looking Forward

Throughout this report, we have attempted to cover the rich scope of impacts that Sustainability Project Fund (SPF) projects have had. We delved into the analysis of funds allocated; we mapped the community and geographic bridges that have formed; we outlined the aggregate deliverables of each of the ten themes; we featured a diversity of projects so readers get a taste of the existing projects; and we included quotes so readers can get first-hand testimony of project impacts. In the 'Lessons Learned' section we turned the examination inwards, to our staffing and our mandate, to share with you the lessons that we have learned and the changes that we have made over this tremendous three year experiment.

In this report we try to answer the question: "Did the SPF help foster a culture of sustainability?" Through surveying and speaking to many project teams, participants, and stakeholders, it is abundantly clear that the answer of those who have been involved with the SPF is a resounding 'YES.' The SPF has evolved and grown into something which exceeded their expectations, and the McGill community at large is proud of the many impacts - both measurable and immeasurable- that have been achieved.

These past three years are just the beginning; many projects are still growing and expanding, many more are being launched and have yet to make their full impact felt, and even more are newly approved and not even off the ground yet. These new projects touch upon everything from life cycle management of the tens of thousands of pieces of furniture at McGill, to the development of teacher-training modules in the Faculty of Education to shape the next generation in elementary schools, to cutting-edge mercury-free microscopy in McGill labs. And though these projects are diverse, their common denominator is their innovative and pioneering nature. Thanks to them, the potential for a sustainable future at McGill is not only enormous, but also being realized.

Aboriginal Awareness Week participants and coordinator Allan Vicaire (in green) show off their newly made Inukshuks. Aboriginal Awareness Week happens through the **Aboriginal Sustainability Project** (Project #39).

Photo by Aboriginal Sustainability

Greening Indoor McGill Initiative project team member Christie Lovat (left) gives a workshop to McGill employees on how to keep and maintain an orchid (Project #65).

Photo by Danielle Donnelly

"The SPF has opened my eyes to the inner workings of the school, from student to administration. It has given me the opportunity to work amongst some of the leading researchers in the world, creating networks along the way. It has also changed the way I live my life. I am a firm believer in 'practice what you preach' and so I have been living in a more sustainable way myself since beginning my work with the SPF."

-Connor McCarthy, Green Biobanking (Project #51)

Timeline of the Sustainability Projects Fund

2013 Three Year Report: 162 total applications, 91 projects approved

Report to SSMU & PGSS Councils
75th Project: May 2012

SPF Review Commitee Report

Report to SSMU & PGSS Councils

Sustainability Fair: Project showcase

2012 Two Year Report: 125 Total applications, 59 projects approved

Report to SSMU & PGSS Councils
50th Project: August 2011
100th Application: June 2011

Meet the Projects: Project showcase and community feedback

Report to SSMU & PGSS Councils

Sustainability Fair: Project showcase

2011 One Year Report: 63 total applicaions, 22 approved

First 13 Projects approved!

1st Deadline: 40 applications

First SPF WG meeting

SPF Administrator hired

Passed by PGSS

2010

Commited to by McGill Administration

Passed by SSMU & MCSS