

## SPF Application Form

### Section A - Cover Page

Fill out this Cover Page and save it to your files for future reference before uploading it on the SPF website.

**Project Title** McGill Racialized Students Support Project

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

The project aims to further the University's commitment to equity and inclusivity by raising awareness about and responding to students' experiences of discrimination, while also providing support. Funding received would be dedicated chiefly to the salary for a one-year term of a Community Projects Manager (Racialized and Ethnic Students).

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

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

**Approximate Budget Requested to the SPF (\$):** 99,234

**Approximate Total Project Budget (incl. other sources of funding if applicable) (\$):** 111,156

**List 1 to 3 main item(s)/expense(s) for your project that SPF money will be used for (incl. approx. % of total budget):**

72% community projects manager and other salaries; 10% design

**Indicate which of the following team members...**

**... will be in charge of monitoring the project's budget (maximum 1 person):** Adrienne Piggott

**... will be the Project Lead (Project Lead will be the contact person for the SPF Staff):** Régine Debrosse

**The Project Lead stays for the entire duration of the project:**  Y  N

**If no, explain in a few sentences your leadership transition plan for one or both of the Project Lead for sustainable continuation of the project:**

We are currently establishing the foundations on which to build to ensure that the project will become permanent. We hope to progressively integrate the leader of this unit this summer.

### PROJECT TEAM MEMBERS

*The SPF encourages your team to be inclusive of individuals who voluntarily self-identify as members of marginalized communities (e.g. women, Indigenous people, people of colour, LGBTTQI, student parents, members of ethnic minorities, immigrants, people with disabilities).*

#### 1. Student Team Member (read details about [SPF Evaluation Criteria #5](#) for more information)

**First Name & Last Name** Régine Debrosse **Affiliation (select one)** Post-graduate (PG)

**Phone (daytime; only put #)** +1 (514) 677-4220 **Specify if Other** \_\_\_\_\_

**Email** regine.debrosse@mail.mcgill.ca **Faculty/Unit/Organization** Post-Graduate Student Society

#### 2. Staff Team Member (academic or administrative staff) (read details about [SPF Evaluation Criteria #5](#) for more information)

**First Name & Last Name** Adrienne Piggott **Affiliation (select one)** Administrative Staff (ST)

**Phone (daytime; only put #s)** +1 (514) 398-3253 **Specify if Other** \_\_\_\_\_

**Email** adrienne.piggott@mcgill.ca **Faculty/Unit/Organization** Chair, Subcommittee on Racialized...

#### 3. Additional Project Team Member

**First Name & Last Name** Angela Campbell **Affiliation (select one)** Other (specify)

**Phone (daytime; only put #s)** +1 (514) 398-1660 **Specify if Other** Faculty/Administration

**Email** angela.campbell@mcgill.ca **Faculty/Unit/Organization** Associate Provost (Policies...& equity

#### 4. Additional Project Team Member

**First Name & Last Name** Veronica Amberg **Affiliation (select one)** Administrative Staff (ST)

**Phone (daytime; only put #s)** +1 (514) 398-5859 **Specify if Other** \_\_\_\_\_

**Email** veronica.amberg@mcgill.ca **Faculty/Unit/Organization** Associate Director, SEDE

## SPF Application Form Section A - Cover Page

### PROJECT TEAM MEMBERS (CONT'D)

#### 5. Additional Project Team Member

<b>First Name &amp; Last Name</b>	<u>Shanice Yarde</u>	<b>Affiliation</b> ( <i>select one</i> )	<u>Administrative Staff (ST)</u>
<b>Phone</b> ( <i>daytime; only put #s</i> )	<u>+1 (514) 398-2176</u>	<b>Specify if Other</b>	<u></u>
<b>Email</b>	<u>shanice.yarde@mcgill.ca</u>	<b>Faculty/Unit/Organization</b>	<u>Equity Educational Advisor, SEDE</u>

#### 6. Additional Project Team Member

<b>First Name &amp; Last Name</b>	<u>Angela Yu</u>	<b>Affiliation</b> ( <i>select one</i> )	<u>Post-graduate (PG)</u>
<b>Phone</b> ( <i>daytime; only put #s</i> )	<u>+1 (514) 966-5363</u>	<b>Specify if Other</b>	<u></u>
<b>Email</b>	<u>angela.yu2@mail.mcgill.ca</u>	<b>Faculty/Unit/Organization</b>	<u>Post-Graduate Student Society</u>

#### 7. Additional Project Team Member

<b>First Name &amp; Last Name</b>	<u>Marilyn Verghis</u>	<b>Affiliation</b> ( <i>select one</i> )	<u>Undergraduate (UG)</u>
<b>Phone</b> ( <i>daytime; only put #s</i> )	<u>+1 (514) 941-9386</u>	<b>Specify if Other</b>	<u></u>
<b>Email</b>	<u>marilyn.verghis@mail.mcgill.ca</u>	<b>Faculty/Unit/Organization</b>	<u>Student Society of McGill University</u>

#### 8. Additional Project Team Member

<b>First Name &amp; Last Name</b>	<u>Emil Briones</u>	<b>Affiliation</b> ( <i>select one</i> )	<u>Administrative Staff (ST)</u>
<b>Phone</b> ( <i>daytime; only put #s</i> )	<u>+1 (514) 398-7203</u>	<b>Specify if Other</b>	<u></u>
<b>Email</b>	<u>emil.briones@mcgill.ca</u>	<b>Faculty/Unit/Organization</b>	<u>Subcommittee on Racialized &amp; Ethni</u>

To list more members, fill a 2nd Cover Page form and save it separately. Then merge with your 1st Cover Page before uploading to the SPF website.

#### OPTIONAL:

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

**Represented marginalized communities:** Women People of Colour Ethnic Minorities

**Specify if Other(s) and/or add more:** Also LGBTTQI and immigrants

**Relevant link(s):** (*to website(s) or social media re: project and/or team members*)

http://blogs.mcgill.ca/raceandethnrelations/

**How did you learn about the SPF?** (*select one*) Through a Friend **Specify if Other**

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

- All our project team members understand that the SPF is publicly funded and therefore, by default SPF projects are not confidential. We agree that if needed, the SPF Steward, the SPF Administrator and/or the SPF Working Group members read and/or share the application and/or communicate part of its content in the cases where they would need to (e.g. to receive professional advice, connect our team to stakeholders, etc.).
- If our project is approved, all our project team members agree that their name, email, and phone number as well as their participation to the project be disclosed (e.g. for contact information or through our application and progress/final reports published on the SPF website).  
**If you do not check this box, the SPF staff will communicate with you to know who's information to remove before sharing your project online.**
- All our project team members have read and understood the [SPF Terms & Conditions](#), and we confirm that we agree to respect them.  
**If any aspects of the [SPF Terms & Conditions](#) are unclear to you, contact the [SPF Staff](#) before you submit your application so that you can check this box in all confidence. Also note that, if your project is approved, the Project Leads and the person monitoring the project's budget will have to confirm in writing (through email or document's signing) that they agree to the [SPF Terms & Conditions](#) before officially starting the project.**

## SPF Application Form

### Section B - Project Overview

Answer the following questions and save this form to your files for future reference before uploading it on the SPF website with Section A - Cover Page.

**Project Title** McGill Racialized Students Support Project

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**Project Lead** Régine Debrosse **Phone** +1 (514) 677-4220 **Email** regine.debrosse@mail.mcgill.ca

**First & Last Name** \_\_\_\_\_ **(daytime)** \_\_\_\_\_

*Before you fill out this Project Overview, make sure you have consulted all related application documents online, including the [SPF Evaluation Criteria](#), the [SPF Glossary](#), the [SPF Project Flow Diagram](#), and the [SPF Sustainability Brief](#). Read all questions first before starting answering them. Answer **exactly** what is being asked: go straight to the point and stay clear and succinct. If need be, you will have a chance to include additional information in appendices at a later stage of the application process. The characters' limit (including spaces) is indicated for each question so that you can draft your answers in Word first if you want to (you will have to remove all formatting in Word before pasting here). Note that any skipped line will make you lose the line's characters (approx. 140 characters). Once you successfully pass this first stage of the application process, the SPF Staff will ask you to fill a Project Plan, in which you will specify your expected impacts, S.M.A.R.T. objectives and main activities, outputs, success indicators, stakeholders, main risks and mitigation measures, preliminary timeline, and costs. Although it is OK for you not to have all these details ready at this stage, having thought about them in advance will help you succeed in responding to the following questions.*

**Project Vision** This project aims to contribute to ongoing efforts to cultivate a welcoming, inclusive, and representative campus.

*A vision depicts the ideal future that someone is hoping for. Thus, a vision is a dreamed aspiration that someone intends to lead or contribute to, and it does not necessarily need to currently seem realistic. As such, tell us how you see McGill campuses in an ideal world once your project is completed successfully. The vision does not need to be completed within the timeline of the SPF funding.*

**Project Goal** The project aims to further the University's commitment to equity and inclusivity, in particular by raising awareness about and responding to students' experiences of discrimination, by creating a Projects Manager Position.

*A goal is the overarching desired tangible realization (and thus change) to be achieved within the project's lifespan. The goal contributes to the project's vision in a palpable and realistic manner. The project's goal may last longer than the SPF funding lifespan. In line with the SPF mandate, when achieved, your project's goal should result in a culture shift (e.g. change in ideas, habits, behavior).*

**1. What is the specific sustainability-related issue/challenge that you see on McGill campus(es) that you want to address?**  
(530 char. max. ~80 words)

While McGill has a diverse student body with many racialized and ethnic groups represented, 24% of students (and mostly racialized students) report experiencing discrimination, mostly from other students (2013 Diversity and Discrimination Report). These numbers are likely to grow, since the number of international students are growing (41% increase, 2009 to 2014), and since increasing student diversity is a strategic imperative for Enrollment Services (as stated in their 2015 report).

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

We propose to create a Community Projects Manager (Racialized and Ethnic Students) position to support racialized and ethnic students on an individual and institutional level for a year. This position will manage annual community-wide awareness campaigns and event programming to address racism and discrimination on campus, with a focus on the experiences of undergraduate and graduate students. It will also develop and implement projects to cultivate a sense of community for racialized students, and create material resources and tools that can be used for student recruitment and outreach towards racialized communities. This position will complement the educational work of Equity Advisors at SEDE and collaborate with Student Services to support students. The position will: (1) act as the central liaison for racialized students; (2) manage large student awareness events and campaigns and supervise all relevant logistics including venues, catering, invitations, guest speakers, hotel accommodations and travel; (3) plan, develop, and implement projects to create spaces where racialized students can connect with and support each other; (4) create strategies and resources to facilitate recruitment and outreach for racialized students; (5) collaborate with SEDE to strengthen relationships with existing campus groups/individuals who have mandates that address the issues and experiences of racialized students, and (6) collaborate with them to integrate anti-discrimination support; (7) collaborate on educational events and celebratory events in the racialized community at McGill; (8) assess the situation of racial and ethnic discrimination at McGill, (9) supervise and mentor two work-study students (see description below); (10) manage the pilot project budget. Additionally, two work-study students will assist the Community Projects Manager during fall and winter semesters.

**3. What impacts do you want your project to have on McGill structures, processes and/or systems? Also specify how this should positively transform peoples' behaviors/perspectives/habits on McGill campus(es).** (935 char. max. ~135 words)

McGill has affirmed many times that it places a high value on being an inclusive space that celebrates diversity. This position will work towards advancing that vision by dedicating necessary resources to better support racialized students. The awareness campaigns will further educate the McGill community about discrimination to reduce its prevalence and negative impact. We hope that the next diversity survey, the CUSC and the McGill STARS will attest to this impact and signal a decrease in discriminatory experiences. Since racialized students who lack belonging tend to have poorer mental health, university engagement and academic achievement (e.g. see Walton & Cohen, 2011), creating safer spaces on campus will improve the engagement and retention rates of racialized students, their mental health and in the future, will encourage more racialized students to apply to and attend McGill.

## SPF Application Form

### Section B - Project Overview

**4. What arrangements will make these impacts continue after the SPF funds have been spent?** (530 char. max. ~80 words)

This project builds collaborative networks among the stakeholders who support racialized and ethnic students, which will channel efforts make support of racialized students more efficient. The manager also creates toolkits providing informational resources and material to facilitate the organization of community-building events in the future, and evaluate project to identify the most efficient. These toolkits, networks and evaluations will facilitate the projects' continuation to ensure a long-term institutionalized impact.

#### - ABOUT SUSTAINABILITY -

**5. How do you intend to address social, environmental, and/or economic dimensions of sustainability in your project's objectives?** (1350 char. max. ~200 words)

Sustaining human capital (which includes people's health, education, skills, knowledge, leadership, and access to services) requires the implementation of a system that protects the dignity and promotes the sense of belonging of all. Racialized members of the community often feel disenfranchised and disempowered when historic and systemic barriers continue to be a reality. By working to make the structures and processes at McGill more accommodating to the needs of racialized students, and by strengthening McGill's network of partnerships on racialized and ethnic issues, this project will improve racialized students' access to services and student life on campus. Moreover, by creating learning opportunities for McGill work-study students, as well as for McGill students who would be the successful targets of the awareness raising campaigns, and by ensuring that racialized students can more fully engage in their studies, this project will improve the education, skills, knowledge and leadership of McGill students. By further supporting racialized students, the present project will improve their health and wellness, but might also improve their retention rates and even enhance the University's appeal to prospective racialized students (which, in turn, should also improve economic sustainability).

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

We will aim to promote and obtain diversity and interdisciplinarity on all teams that will emerge from this project. A year-end assessment will be conducted to evaluate the outcomes, achievements, lessons learned, and takeaways of the project. The results will be communicated to all stakeholders and partners to facilitate knowledge sharing throughout the community. Also, local products and organizations will be prioritized when preparing (ideally, reusable) material for these campaigns or catering food for events.

Beside appear the five categories in which the McGill students, faculty, and staff think the University can make a positive difference within society. The [McGill Sustainability Strategy, Vision 2020](#), describes a specific vision and goals for each of these categories, as they were defined by the McGill direct stakeholders through a comprehensive consultation process.

**7a. In the figure, check all the categories under which your project falls** (you can select only one if no others apply to your project).

**7b. Among the categories that you checked, select the one that you think is most relevant to your project:**

**Dominant Category:** Connectivity

**7c. How does your project concretely contribute to advancing the vision and goals described under the [Vision 2020](#) category that is most relevant to your project?** (800 char. max. ~115 words)

In line with the connectivity goals of Vision 2020 Sustainability Strategy, this project will improve the health and wellness of racialized students, who are often marginalized and isolated, by providing them with networks of support, and combatting the prevalence of discrimination. It will raise awareness among all members of the University community about discrimination and its impacts, resulting in a more sensitive, engaged and inclusive campus. It will also foster belonging by facilitating relationships between students of all backgrounds, creating spaces where students feel welcome and included, and generating peer support and mentoring opportunities. Our project will "support the health and happiness of students and facilitate their integration [at McGill]", a goal of Vision 2020.

#### Vision 2020 Categories

- Finance & Investment
- Diversity & Equity
- Transparency
- Inclusiveness
- Accessibility
- Experimentation
- Accountability
- Leadership
- Human Resources

- Materials
- Energy
- Food
- Water
- Transportation
- Land
- Living Lab



- Exploring Sustainability
- Collaborative
- Community-Engaged
- Social-Ecological Footprint
- Interdisciplinary
- Applied Student Research

- Citizenship
- Leadership
- Lifelong Learning
- Experiential Learning
- Sustainability Knowledge & Skills

- Wellness & Health
- Community Engagement
- Sense of Belonging
- Accessibility
- Community Spaces
- Knowledge Sharing

## SPF Application Form

### Section B - Project Overview

- 8. How does your project relate to any current/past initiative(s) on McGill campus(es) (e.g. other SPF projects)? If applicable, also indicate: 1) how your project complements the initiative(s), and 2) how you will partner with them in implementing your project (e.g. working together on some activities, sharing material/resources/costs). (2000 char. max. ~300 words)**

The 2013 survey on diversity and discrimination, on which the final report was released to Senate in May 2016, indicates that many racialized students feel discriminated against at McGill (e.g. 27% of Black students, 23% of Korean students, etc.) This survey also finds that most of the discrimination experienced by racialized students comes from interacting with other students. Finally, the recommendation that Senate adopted states that "the Office of Student Life and Learning will work closely with the Office of the Associate Provost (Policies, Procedures and Equity), with the student leadership and with University Communications to develop a campaign of inclusivity and respect of all members of our community." This survey's conclusions are aligned with our experience on the ground, working with racialized students at McGill. Yet, few initiatives raise awareness about racism and discrimination at McGill. Two exceptions to this trend are noteworthy. The SEDE office produces great work; however most of it targets administrative staff and faculty rather than students. Emily Yee Clare conducted an SPF-funded REZ project providing anti-oppression training to students in McGill residences in the past two years. In her final report, Clare notes the need to pursue these efforts. Notably, she indicates that efforts to address anti-oppression are most successful when raising awareness through week-long campaigns, when several units collaborate together, and when students are consulted with the programming. She also noted that, unexpectedly, 5 to 6 hours per week were devoted to providing support to queer and racialized students, who need more support than what they currently access. Our project is in line with the REZ project, but more ambitious in that it would target all students on campus. The Office of the Deputy Provost responsible for releasing the diversity and discrimination survey, the SEDE Office, and Clare are all partners of our project.

- 9. List the other stakeholders on/off of McGill campus(es) that you will partner with for your project. (530 char. max. ~80 words)**

*Note: Under Stage 2 of the SPF application process, in the Detailed Project Plan, you will be asked to select your key stakeholders and specify how they will participate in your project. You will also be able to submit any documents that you want in appendices to demonstrate your communications and agreements with the key partners of your project (e.g. support letters, emails).*

JBSCE on Racialized and Ethnic Persons (leading the project); Social Equity and Diversity Education Office; Post-Graduate Student Society; Student Society of McGill University; Black Students Network; Student Life and Learning (including Student Services, Enrolment Services and the Mental Health Clinic).

- 10. What key recommendations and/or lessons learned from current or past initiative(s) do you plan to build your project upon? (800 char. max. ~115 words)**

The 2011 Principal's task force on diversity, excellence and community engagement argued that "we will not be able to achieve the excellence to which we aspire" without a diverse community. Their first recommendation is for McGill to recruit and retain people from various backgrounds. To do so, this task force notably recommended promoting students adjustment and developing mentoring programs – all efforts that should be collaborative and include different units. The 2012 diversity and discrimination report noted the need for awareness-raising events about discrimination. Finally, in her final report on the REZ project providing anti-oppression training to students in McGill residences, Clare has made several recommendations integrated in our proposal (see also Question 8).

#### - ABOUT SPF FUNDING -

- 11. Why do you think that your project should be funded by the SPF rather than by, or in addition to, another source of funding (i.e. what aspects of your project make it specifically relate to the SPF mandate)? (530 char. max. ~80 words)**

This project directly impacts and improves the social sustainability of McGill, while improving the health, community engagement, wellness, academic performance and sense of belonging of racialized members of the McGill community who are often marginalized and isolated. It also advances knowledge and raises awareness throughout the community. Moreover, the SPF is an ideal organization to support this project, which has a vision of social sustainability but does not fall within any single unit's purview and mandate.

- 12. What other sources of funding have you approached for your project? If applicable, also provide the relevant details on these sources (e.g. responses given, amounts already committed, what these amounts will pay). (530 char. max. ~80 words)**

We approached the SEDE Office and the student unions to fund the awareness-raising campaigns and provide other resources. We also approached the Deputy Provost (Student Life and Learning) in collaboration with the Student Services; who committed to assess funding possibilities after examining the position's first year impact. We also consider approaching the Social Work and Counselling Departments about providing internship possibilities for their students (which comes with funding around 1500\$/student).

*Thank you! After you save it to your files, you can now upload this form and Section A - Cover Page on the SPF website to complete this first stage of the application process. The SPF staff will contact your team within two weeks to provide feedback and accompany you towards next stage - Project Plan. Congratulations for applying to the SPF!*



## SPF Application Form Section C - Project Plan

Answer the following questions and save this form to your files for future reference before uploading it on the SPF website.

**Project Title** McGill Racialized Students Support Project

**Project Lead** Regine Debrosse **Phone** +1 (514) 398-2339 **Email** regine.debrosse@mail.mcgill.ca  
**First & Last Name** Regine Debrosse **(daytime)**

Before you fill out this Project Plan, make sure you have consulted all related application documents online, including the [SPF Evaluation Criteria](#) and the [Project Plan Flowchart](#). Also make sure to consult the [SPF Glossary](#), as it clearly defines each term underlined in this form, as well as the [Sample Project Plan](#), which gives some concrete examples for each term. Last, also do not forget to refer back to your 'Section B - Project Overview' to make sure that all the details you specify here align with it. For more support, consult the SPF website and the SPF staff.

**Project Vision** This project aims to contribute to ongoing efforts to cultivate a welcoming, inclusive, and representative campus.

*As indicated in your Section B - Project Overview.*

**Project Goal** The project aims to further the University's commitment to equity and inclusivity, in particular by raising awareness about and responding to students' experiences of discrimination, by creating a Projects Manager Position.

*As indicated in your Section B - Project Overview.*

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

*As per question #3 of your Project Overview. If you think of more than 3 impacts, only indicate the ones you think are the most relevant to sustainability at McGill.*

Expected/Desired Impact (200 char. max. ~30 words)	
A	Reducing discrimination between McGill students through awareness-raising campaigns, as it is the most prevalent form of discrimination at McGill (2013 Diversity Climate Survey)
B	Ensuring safer spaces for racialized students, where they can express themselves and feel they belong at McGill, similar to the First Peoples' House services to aboriginal students.
C	Strengthening the network of support for racialized students to facilitate coordinated community action.

**2. List 4 to 7 of your objectives to reach the above impacts with your project. Make your objectives as S.M.A.R.T. as possible.**

**For each objective, indicate one key Success Indicator.** (see [SPF Glossary](#), [Sample Project Plan](#), and [Sample Indicators](#))

*Of your 4-7 objectives, you should have a minimum of one "monitoring" objective, one "outreach" objective, and two "other" objectives. A monitoring objective ensures or verifies the progress and effectiveness of your project, thus allowing you to learn from it. An outreach objective ensures that your project is adequately communicated to the McGill community to increase stakeholders' awareness of and/or participation in your initiative. These two types of objectives might lead to project monitoring and outreach activities (next question). The nature of the 2-5 other objectives is for you to decide and tailor to your project. If you have more than 7 objectives, only indicate the ones that relate best to the above impacts and thus to sustainability at McGill. For each objective, specify the key success indicator(s) that you think should be used to assess the objective's degree of achievement/completion. Your indicators can be qualitative or quantitative (e.g. number of participants, participant testimonials, website analytics, quantity of energy saved, etc.). See the document [Sample Indicators](#) for inspiration.*

#	Type of Objective	S.M.A.R.T. Objectives (125 char. max. ~20 words)	Related Impact(s) (A, B, C)	Related Key Success Indicator(s) - also indicate targeted numbers for each (85 char. max. ~15 words) (ignore the circles for now)	
1	Monitoring	Make recommendations for most successful projects to keep after the year	A, B & C	1 Report distributed it to stakeholders	○
2	Outreach	Raise awareness about racism and discrimination amongst all students	A	Discrimination reduced from 1/4 to 1/8 of students in next diversity climate survey	○
3	Outreach	Create safer spaces to support racialized students	B	120 racialized students attending; at least 3 new safe spaces (after inventory)	○
4	Other	Improve the experience of racialized students at McGill	A, B & C	Comments of students following activities	○
5	Other	Feedback to student services about their offer to racialized students	C	Number of meetings (at least 4), number of SEDE training referrals (at least 2)	○
6	Other				○
7					○

**3. List the 4 to 7 most important activities that you need to conduct to reach the objectives you listed before. Make these as S.M.A.R.T. as possible. Also indicate at least one output and a key success indicator per activity. ([Sample Project Plan](#))**

Your main activities should relate to the objectives you listed. As such, if you consider this crucial to your project, you may end up having an activity that relates to your monitoring objective(s) (e.g. developing a survey, any other activity that will help you and other stakeholders learn through your project) or to your outreach objective(s) (e.g. producing and promoting a video about the project). For each activity, indicate the output(s) that will be created as a result, such as a deliverable (e.g. video, report), training, website, network, design plan, or any other output adding value to the project and helping reach objectives/impacts.

S.M.A.R.T. Main Activities (125 char. max. ~20 words)	Related Objective #(s)	Resulting Output(s)	Related Key Success Indicator(s) - also indicate targeted numbers for each (85 char. max. ~15 words) (ignore the circles for now)	
Creating support groups	3 & 4	2 support groups	Creation of at least 2 support groups	<input type="radio"/>
Anti-discrimination and anti-racism campaign (for Black History Month or for the Day against racism, for ex)	2	Talks, events and trainings	At least 3 day-long campaign, promotion material produced, reach at least 1500	<input checked="" type="radio"/>
Bimonthly meeting to touch base with student services	5	Meetings	4 meetings/year (i.e. twice a semester)	<input checked="" type="radio"/>
Mentoring/tutoring activities supporting racialized students	3 & 4	Mentoring/tutoring pairs	Number of students using these services (goal: 40 mentorees and 40 tutored)	<input type="radio"/>
Open door "office hours"/drop-in space	4	Office hours	Number of students attending (at least 3/week), of referrals to services(goal: 50/yr)	<input type="radio"/>
Comparing impact of different projects	1	Report	Report evaluating the different projects distributed to stakeholders	<input checked="" type="radio"/>
				<input type="radio"/>

**Provide any additional qualitative details that you would like to share with the SPF about your activities.(800 char.max.~115 w.)**

The goal of our project is to create the position that would develop concrete projects aiming to meet our goals. Hence, the objectives and activities we listed appear mandatory to us but we hope that this person should also have sufficient room to add several others. Moreover, ideally, the projects will be designed in a fashion that allows to assess their impact.

**4. Now, about the circles....: Select a total of 3 success indicators that you wish to track more seriously and report on during your project out of all those you indicated for your objectives and activities. These 3 indicators should be the most relevant to your goal and to creating a culture of sustainability at McGill and they should be relatively easy to monitor.**

When selecting your indicators, make sure that you will have/plan the time and resources you will need to allocate to monitor them throughout the course of your project. Before you start your project, the SPF may ask you to change a chosen indicator for another that seems more pertinent to the SPF or to the University sustainability reporting. Note that, in addition to these three indicators, you will be asked to track four other generic ones that will be specified in the Award Letter. You will be required to indicate progress towards your final 7 indicators in your progress and final reports to the SPF. Because the SPF values the experiences and learning that occurs during your project (not only results), these reports will also gather related information through open-ended questions.

We have selected the 3 Success Indicators that we wish to monitor during the project:

**5. For all projects, there exist various risks, i.e. factors or preconditions whose probable presence or absence could negatively influence the successful achievement of the project's objectives. Please indicate 2 to 4 main risks for your project and the mitigation measures you intend to use/implement to reduce their likelihood. (advise if you have more to list)**

It is particularly important that you list all risks to health and safety of the project's team members, direct and indirect stakeholders, and/or the environment.

Main Risks (65 charac. max. ~9 words)	Preventative Measures (65 char. max. ~9 words)
Organize isolated events to raise awareness	Organizing a campaign over several days
Events that do not effectively cater to students	Hiring 2 undergraduate work-study students
No sufficient concerted efforts	Wide coalition of team members and stakeholders
Difficulty to evaluate the impact of the program	Assessment of the project, using scientific techniques

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

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

Stakeholder's Name(s)	Affiliation	Role in the project	Confirmed support/participation
Nancy Ho	Clinic Director, Mental Health Ser.	Concerted efforts, care for referrals	Yes
Vanessa Anglade	President, Black Student Network	identifying the issues, promoting events	Yes
Rachel Zellars	Instructor, Women studies	Identifying the issues, promoting events	Yes
Robyn Wiltshire	Exec Director, Student services	Concerted efforts to cater to racial. stud. needs	Yes
Kathleen Massey	University registrar and Exec Dir.	Concerted efforts regarding outreach	Yes
Pauline L'Écuyer	Exec Director, Intl students office	Concerted efforts in organizing events	Yes
Brian Rubineau	Associate Prof., Management	Expertise in assessing the impact of projects	Yes
Charmaine Nelson	Professor, Art History	Identifying the issues, mentoring activities	No
Paige Isaac	Coordinator, First People's House	Advizing on projects and collaboratory events	Yes

**- PRELIMINARY TIMELINE ASSUMING THAT PROJECT STARTS IN 3 MONTHS -**

**Note:** *If your project is approved, you will be asked by the SPF staff to fill out a more detailed timeline before any funding can be allocated.*

Key Tasks and/or sub-tasks	Related Output(s)	Responsible Team Member(s) and Time <i>(initials + if paid, estimated # of hours to do task)</i>	Start Date	End Date
Hire the Projects Manager	Hire	V. Amberg, S. Yarde, A. Piggott, R. Debros	Oct 1, 2016	Nov 15, 2016
Hire the researcher	Hire	V. Amberg, S. Yarde, Projects Manager	Oct 1, 2016	Nov 30, 2016
Hire the work-study students	Hire	S. Yarde, Projects Manager	Oct 1, 2016	Nov 30, 2016
Plan for the year	Yearly plan report	Projects Manager	Nov 16, 2016	Dec 16, 2016
Concept for the awareness campaign	Concept brief	Projects Manager	Nov 16, 2016	Jan 16, 2017
Set-up dropping-in times	Office hours	Projects Manager	Nov 16, 2016	Dec 16, 2016
Set-up two support groups	Two support gr	Projects manager	Jan 1, 2017	Mar 1, 2017

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

The goal of our project is to create the position that would develop concrete projects aiming to meet our goals. Hence, the timeline we list would depend in part of the priority of this person (though at this point, all the points listed above are the ones that make the most sense going forward). We would hope that the yearly funding would start once the Projects Manager is hired.

**- ADDITIONAL INFORMATION -**

**Qualifications:** Where relevant, the profiles/CVs of the people to be directly involved in the project are attached:

**List of appendices, if any** (max. 7 pages of appendices, excluding profiles/CVs):

*If a McGill department/unit is to contribute financially to your project, make sure to include a support letter from its Financial/Budget Officer confirming contribution. Note that the SPF Working Group will evaluate your project based on your main application forms (i.e. Sections A, B, and C), not on appendices.*

Appendix #	Title/Topic of Appendix	Total Qty of Pages
1	Position task lists and links to cited reports	1
2	Letter of support from the McGill Mental Health Clinic	2
3	Letter of support from Prof. Rubineau	2
4	Letter of support from the First People's House	1
5	Letter of support from the Office of International Students	1
6	Letter of support from SSMU Equity Commissioner	2
7		



**- BUDGET -**

When completing this form, please refer to the [SPF Guide to Budgeting](#) for additional information and explanations. If you would like to submit a more elaborated Financial Model/Business Case in addition to this SPF project budget (for instance, because of the nature of your project; e.g. you plan to generate some revenues through selling some items, revenues that will then allow your project to become financially self-viable), please develop it separately and join it as an appendix to this application. If you need guidance on how to elaborate a Financial Model/Business Case, see [suggested resources on the SPF website](#).

**REVENUES**

Please indicate any funding you will receive or anticipate receiving to complete your project, including funds from McGill Departments and Units. Reminder: For McGill department/unit's financial contributions, make sure to include a letter from its Financial/Budget Officer confirming contribution in appendix. Note that this contribution will also need to be confirmed at the end of the project.

(A) Funding Source(s)	(B) Amount (\$)	(C) Status
1. Sustainability Projects Fund (SPF)	\$99,234.10	Unconfirmed
2. Post-Graduate Students Society (PGSS)	\$8,386.00	Confirmed
3. Social Equity and Diversity Education (SEDE)	\$1,536.00	Confirmed
4. SSMU	\$2,000.00	Unconfirmed
<b>REVENUES GRAND TOTAL - add all (B)</b>	<b>\$111,156.10</b>	

**EXPENSES**

**1. Salaries & Wages** (only if applicable)

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

(A) Position Title	(B) ~# of Hours per Week	(C) ~# of Weeks	(D) Hourly Wage* (\$)	(E) Subtotal (\$) (B x C x D)	(F) 20% Benefits	(G) Total Cost (\$) (E x F)	(H) Funding Source(s)**
Community Projects Manager	35	52	\$23.50	\$42,770.00	1.2	\$51,324.00	SPF
Tutor	15	48	\$17.50	\$12,600.00	1.2	\$15,120.00	SPF
Work-study project assistant	12	39	\$12.36	\$5,784.48	1.2	\$6,941.38	SPF
Work-study project assistant	12	39	\$12.36	\$5,784.48	1.2	\$6,941.38	SPF
<b>Expenses Subtotal 1 - add all (G)</b>						<b>\$80,326.76</b>	

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

Y  N

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

Y  N

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

**2. Other Expenses**

Indicate all of the expenses associated with your project; think back to all of your project's activities and all of the items that you need to complete them. It may be beneficial to group by category (not required); if you do so, please use the following categories: Materials-Supplies, Equipment, Printing, Events, Transportation, One-time Profess. Fees, and Miscellaneous.

(A) Item Description (inputs)	(B) # of Units	(C) Unit Cost (\$)	(D) Total Cost (\$) (B x C)	(E) Funding Sources**
Campaign poster desi	3	\$1,900.00	\$5,700.00	SPF
Activity poster design	3	\$1,900.00	\$5,700.00	SPF
Poster printing	1,800	\$0.77	\$1,386.00	PGSS
Hours in TH Ballroom	20	\$350.00	\$7,000.00	PGSS
Food 80-ppl event	2	\$2,142.00	\$4,284.00	SPF
Coffee 40-ppl event	8	\$170.20	\$1,361.60	SPF
Office space (in kind)				SEDE
Computer	1	\$1,500.00	\$1,500.00	IT/SEDE
Printing	600	\$0.06	\$36.00	SEDE
Coffee 20-ppl suppor	16	\$85.10	\$1,361.60	SPF
<b>Expenses Subtotal 2 - add all (D)</b>			<b>\$28,329.34</b>	

(A) Item Description (inputs)	(B) # of Units	(C) Unit Cost (\$)	(D) Total Cost (\$) (B x C)	(E) Funding Sources**
Speakers honorarium	5	\$400.00	\$2,000.00	SSMU
Bookstore (supplies)	1	\$500.00	\$500.00	SPF
<b>Expenses Subtotal 3 - add all (D)</b>			<b>\$2,500.00</b>	

**EXPENSES GRAND TOTAL (Subtotals 1 + 2 + 3) \$111,156.10**

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

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

Thank you! After you save it to your files, you can now upload this form and any appendices on the [SPF website](#) to complete the application process. The SPF staff will contact your team within two weeks to provide feedback. Congratulations for applying to the SPF!

## APPENDIX 1 - POSITION TASKLISTS AND LINKS TO CITED REPORTS

### Positions' task lists

#### Community Projects Manager

The position will (1) act as the central liaison for racialized students; (2) manage large student awareness events and campaigns and supervise all relevant logistics including venues, catering, invitations, guest speakers, hotel accommodations and travel; (3) plan, develop, and implement projects to create spaces where racialized students can connect with and support each other; (4) create strategies and resources to facilitate recruitment and outreach for racialized students; (5) collaborate with SEDE to strengthen relationships with existing campus groups/individuals who have mandates that address the issues and experiences of racialized students, and (6) collaborate with them to integrate anti-discrimination support; (7) collaborate on educational events and celebratory events in the racialized community at McGill; (8) assess the situation of racial and ethnic discrimination at McGill, (9) supervise and mentor two work-study students (see description below); (10) manage the pilot project budget.

#### Tutor

The position will (1) meet with racialized students to provide academic guidance on assignments, study strategies, and note-taking strategies; (2) meet with racialized students to provide mentoring-related guidance, such as professional development advice and strategies to succeed in post-secondary studies; (3) facilitate awareness raising, mentor, and peer-support activities; (4) assist in coordinating the mentoring, peer-support, and safe space activities organized for racialized students.

#### Work-study project assistants (2 positions)

The positions will (1) take care of clerical tasks, such as answering phones, e-mails, guest/student inquiries, (2) provide input on programming of activities, particularly for the awareness-raising campaign activities; (3) provide input in the activities promotion, such as helping with the material design; (4) be responsible for the communications strategy during events, such as by developing a social media content calendar, creating Facebook events, live-posting on Twitter and Instagram; (5) facilitate awareness raising, mentor, and peer-support activities.

### Links to reports cited in the proposal

'Understanding Diversity and Discrimination' 2016 report, on the 2013 diversity climate survey

[https://www.mcgill.ca/senate/files/senate/d15-62\\_understanding\\_diversity\\_and\\_discrimination\\_revised.pdf](https://www.mcgill.ca/senate/files/senate/d15-62_understanding_diversity_and_discrimination_revised.pdf)

'Rez project' (residences anti-oppression programming project) final report

<https://www.mcgill.ca/sustainability/anti-oppression-programme-sp0126>

Principal 2011 Task Force Summary Report

<https://www.mcgill.ca/principal/files/principal/ptfdece-reportfinal.pdf>

Strategic enrolment 2015 Report to Senate

[https://www.mcgill.ca/senate/files/senate/d14-46\\_report\\_on\\_enrolment\\_and\\_strategic\\_enrolment\\_management\\_0.pdf](https://www.mcgill.ca/senate/files/senate/d14-46_report_on_enrolment_and_strategic_enrolment_management_0.pdf)

Walton and Cohen article (in Science, 2011), about belonging difficulties of racialized students

<http://www.academia.edu/download/37471891/Science-2011-Walton-1447-51.pdf>



**McGill**

**Mental Health Service    Service de santé mentale**

**July 20, 2016**

**To the Sustainability Projects Fund Selection Committee,**

**We, Dr. Nancy Low and Dr. Giuseppe Alfonsi, respectively the Clinical and Associate Clinical Directors of the McGill Mental Health Service, are writing to express our support for the McGill Racialized Student Support Project. A substantial number of students at McGill come from racialized backgrounds and/or identify as belonging to an ethnic minority group. Minority status can often be a source of chronic stress, particularly when attending a traditionally elite institution such as McGill. It is unfortunately all too common for these students to feel like they do not belong in spite of having all the right qualifications. This feeling of exclusion is often worsened by day to day interactions with members of the majority culture who might unintentionally do or say things that heighten the student's sense of being different. Chronic feelings of being excluded are a risk factor for illness.**

**The present project proposal offers a concrete means of mitigating some of these negative outcomes. A dedicated community projects manager on campus could help create a more positive climate for racialized or ethnic students. This person could organize awareness campaigns which could facilitate a transition to a campus culture in which individuals learn to speak more mindfully and fairly when interacting with others from different backgrounds. This person could also help facilitate support groups for racialized students which could increase their sense of belonging and counter feelings of exclusion.**

**Regarding long term university sustainability, the campus is currently beset by a mental health crisis. This has resulted in an overburdening of professors and advisors across faculties with the mental health problems of their students. It has also resulted in the wellness services on campus being stretched very thin. Creating a more welcoming environment for racialized students could help significantly, by addressing these students' sense of exclusion and mitigating the need for more formalized mental health care down the line. In addition, McGill needs to maintain its capacity to recruit the best international talent. We need to remain connected to the wider society and be a welcoming, progressive institution and therefore proactively adapt to the needs of a diverse student population.**

**This community projects manager would also be a valuable partner of ours in our mission of promoting psychological health. We envision meeting regularly with this person to create mental health literacy and prevention programs specifically tailored for racialized students. We also see this person contributing to the development of support groups which could be connected to our service. Finally, we see this person as being able to identify at risk students in racialized communities and supporting them in their accessing of our service.**

In sum, we support this project both for its ability to promote a vision of McGill that is forward thinking, inclusive, and meaningfully connected to the key social debates of our time but also because of the real impact it will have for mental health on campus. Intelligently designed measures like this that target specific groups at risk of developing mental health issues are the smartest way to address the looming mental health crisis on campus.



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**Dr. Nancy Low**  
**Clinical Director**  
**McGill Mental Health Service**



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**Dr. Giuseppe Alfonsi**  
**Associate Clinical Director**  
**McGill Mental Health Service**

August 8, 2016

Sustainability Projects Fund Selection Committee  
c/o Kim McGrath  
McGill Office of Sustainability  
1010 Sherbrooke Street West, Suite 1200  
Montreal, Quebec H3A 2R7

Dear Sustainability Projects Fund Selection Committee:

This letter expresses my strong support for Régine Debrosse's Sustainability Project Proposal, "McGill Racialized Student Support Project." I am an Associate Professor of Organizational Behavior at the Desautels Faculty of Management, and in my research, I study the social dynamics underlying inequality in organizations. After reading an earlier draft of the proposal, my first reaction was that of course this project should be funded, but on a renewable basis rather than just one year. I then learned more about the nature of the Sustainability Projects Fund, and realized the excellent and appropriate fit between the proposed project and the goals of the Sustainability Project Fund.

First, I was glad and impressed to see the Sustainability office recognize the importance of people and the planet both flourishing together. The proposed project is aligned with this goal. In addition, the proposal is in direct harmony with the vision of the Sustainability in Connectivity projects, that "All members of the McGill community feel welcome, valued, relevant and informed—recognizing themselves as integral participants in the campus community."

The needs of racialized students at McGill are substantial, as articulated in the February 2016 editorial in *The McGill Daily*, "McGill must confront anti-black racism." The lack of voice, support, coordination, and advocacy is felt keenly by McGill's racialized students, and McGill must work to improve this situation on many fronts. Fortunately, there is a

desire and commitment to improvement, but there is a dearth of personnel specifically dedicated to this goal. The proposed project would provide for such a person.

If funded, the Community Projects Manager for Racialized and Ethnic Students, is also likely to achieve another type of sustainability: transition to a more permanent program with University support. The Sustainability Projects Fund cannot continue to fund all deserving projects on an ongoing basis, so being able to transition successful projects to alternative funding and support options is critical for the Fund's success. This proposal is an excellent candidate for such a transition.

In addition to recommending the positive evaluation of this proposal, I would like to indicate my willingness to serve as a faculty advisor to this effort, when implemented. I am currently a member of the Interdisciplinary Research Network on Discrimination and Inclusion. In previous institutions, I have served on related boards and committees, such as the MIT Committee on Campus Race Relations, and the MIT Sloan Diversity Committee.

I hope there are many excellent proposals, and that the "McGill Racialized Student Support Project" is selected along with other high-potential sustainability project.

Sincerely,



Brian Rubineau



McGill



FIRST PEOPLES' HOUSE  
LA MAISON DES PEUPLES AUTOCHTONES



ABORIGINAL COMMUNITY OUTREACH  
L'UNIVERSITÉ MCGILL UNIVERISTY  
RELATIONS AVEC LES COLLECTIVITÉS AUTOCHTONES

July 26, 2016

Sustainability Projects Fund  
1010 Sherbrooke Street West, Suite 1200  
Montreal, Quebec H3A 2R7

Dear Sustainability Projects Fund Selection Committee,

As the Coordinator of the First Peoples' House and member of the Joint Board Senate Committee on Equity (JBSCE), I am writing this letter in full support of the McGill Racialized Student Support Project.

I collaborated with the Social Equity and Diversity Education office on creating the SPF funded Aboriginal Sustainability Project, which brought to fruition the annual Indigenous Awareness Week, and the now integrated permanent Indigenous Education Advisor position. I know very well there are many gaps that exist in awareness, support, representation and space at McGill for racialized students. I believe this project will be instrumental in connecting key resources at McGill to collaborate on strategies to ensure our practices are welcoming and inclusive for racialized students.

I am eager to find ways to collaborate, share knowledge and work together on strategies to better support racialized folks on campus. The infrastructure and human resources proposed in this project will be essential. I am ready to support in various ways including sharing resources, assisting with awareness campaigns, co-creating unique mentorship, job or volunteer opportunities, and exploring and creating safe and meaningful spaces for our diverse community to thrive.

Should you require further information, please do not hesitate to contact me at [paige.isaac@mcgill.ca](mailto:paige.isaac@mcgill.ca) or 514-398-3217.

In Friendship,

Paige Isaac  
Coordinator

August 4<sup>th</sup>, 2016

Sustainability Projects Fund  
McGill University  
c/o Mrs. Kim McGrath

Dear Mrs. McGrath:

I am happy to provide a letter to support the McGill Racialized Student Support Project.

As Director of International Student Services at McGill, I feel this project could offer much support and assistance to members of the international student population who may be victims of discrimination on campus, as reported in the 2012 Diversity and Discrimination Report.

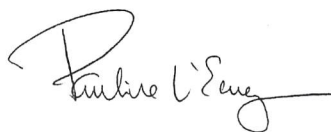
This project seems to address this issue and provides a sustainable method to improve our campus environment. While I realize it does not specifically targets McGill's international student population, the afore-mentioned group would greatly benefit from any tool developed to foster community-building and networking.

A safe space for racialized and ethnic students, open to the entire student community, should help reduce discrimination at McGill. International Students Services aims to support the transition of international students and works to ensure their inclusion in the student population. It is essential that all international students feel welcome and become an integral part of the McGill Community.

We are pleased to collaborate with the Project Community Manager and support the program by developing joint activities and/or promoting activities and events to the entire international student population.

I thank you for considering this project proposal for funding and invite you to contact me directly if I can be of further assistance to your endeavors.

Regards,



Pauline L'Ecuyer  
Director,  
International Student Services

Cc: Régine Debrosse, PGSS Equity and Diversity Commissioner





**Students' Society of McGill University**  
Tel: (514) 398-6800 | Fax: (514) 398-7490 | [ssmu.ca](http://ssmu.ca)  
3600 McTavish Street, Suite 1200  
Montréal, Québec, H3A 0G3

July 2, 2016

McGill Office of Sustainability  
1010 Sherbrooke Street West,  
Suite 1200  
Montreal, Quebec  
H3A 2R7

To the Sustainability Projects Fund Selection Committee,

It is with a sense of both personal responsibility and urgency that I write this letter of support for the proposed Community Projects Manager (Racialized and Ethnic Students) initiative submitted to the Sustainability Project Fund. As a racialized woman, undergraduate student leader and returning 2015-2016 SSMU Equity Commissioner I can personally and professionally attest to the growing imperative for a position of this kind and its capacity to benefit all members of our community.

As a racialized woman who has been involved in social justice activism for the promotion of equity and diversity at McGill University since my enrolment, the feedback I have received from numerous student groups, activists and leaders has been that issues around race and ethnicity continue to be a place of tension on this campus. The first of three project goals, “reducing discrimination between McGill students through awareness-raising”, is arguably the most ambitious but simultaneously the most pressing. Many gifted McGill students have either not had the opportunity, or felt no personal connection in engaging critically with the dialogue on race relations in Canada prior to arriving to our campus. Studying in a city and postsecondary institution with a diverse community creates a unique need to contend with the complex reality of historic and systemic oppression in Canadian society. The structural disadvantage students of colour is often invisible to peers who see metrics of success in seemingly race-neutral terms, for example comparing GPA without recognition for the racially disaggregated circumstances of students of colour who may be losing study time commuting from their neighborhoods, may not speak English as a first language, may be the first in their family to study at the university level and any number of such structural disadvantages. In my experience engaging with this dialogue from the SSMU Equity Portfolio, there is a crucial need for widespread, accessible education on the important difference between equitable accommodation and the perception that racialized students are benefitting from arbitrary or unmerited treatment.

The experience of continued insensitivity or hostility from non-racialized peers on dialogue regarding racial privilege, colonialism, micro-aggressions, closed spaces, cultural appropriation, implicit bias and many other difficult topics often further marginalizes an already atomized community of students of colour. The second goal of this project, “creating safer spaces for racialized students in the McGill community” specifically addresses the reality that countless racialized undergraduate students continue to come forward with troubling testimonies of feeling unwelcome or unsafe on this campus. I personally receive dozens of students of colour, as one of the few racialized students in the SSMU student staff, sharing deeply troubling instances of overt and subtle discrimination in their everyday lives in walking around the campus facilities, in classroom exchanges, in leadership spaces etc. Students of colour are also often multiply burdened and thus the particular racialized or cultural concerns with respect to the



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provision of student services; financial, academic or health require careful and critical attention. The project goals strengthening the network of support for racialized students to facilitate coordinated action is especially important because it is often these students that take up meaningful and laborious educational and advocacy efforts to address their own lived experiences of racial discrimination for their peers and teaching staff.

An inclusive and nurturing environment for all students is a cornerstone of social sustainability, and to my mind there is no more urgent a gap in McGill University's systems, structures and processes than the one felt by its racialized students. McGill's Vision 2020 Sustainability Strategy has a clear emphasis on the need to cultivate interconnected communities where all members "feel welcome, valued, relevant and informed—recognizing themselves as integral participants in the campus community" (Vision 2020 Sustainability Strategy – Connectivity). This SPF proposal meets both the requirements of the fund and meets an essential mandate of our community's commitment to ensuring connectivity for *all* members by addressing the unique intersectional lived experiences of racialized students at McGill University. As one of these students and as a staff of the SSMU engaged in this work since my enrolment, I urge the selection committee to consider the opportunity for transformative resource provision for racialized students in our community. McGill students of color deserve the space and safety they need to continue to shape a brighter future of a more diverse and equitable campus.

Sincerely,

Marilyn Verghis

***SSMU Equity Commissioner | Students' Society of McGill University***