Sustainability Projects Fund
McGill Office of Sustainability (MOOS)
1010 Sherbrooke St West, Suite 1200
Montreal, Quebec H3A 2R7

Fonds des projets durables
Bureau du développement durable
1010, rue Sherbrooke Ouest, Suite 1200
Montréal (Québec) H3A 2R7

SP0140 Final Report

Please answer the following questions and return the completed form to the SPF Staff via e-mail.

Project Title: Family Resources Coordinator

Final Report prepared by: Julia Pingeton

E-mail: family.coordinator@mcgill.ca

Actual Project Start Date: 6/1/2015 Actual Project End Date: 6/30/2017

1. **Please summarize the project and its key accomplishments in 1-2 sentences.**
   (400 characters maximum)

   This project was developed in response to the lack of childcare options at McGill with a specific focus on student parents. We have developed a comprehensive program with links to other offices and stakeholders. We are constantly developing new resources and we have secured funding for another two years of the position.

2. **Did your team achieve your project's goal? In your answer, please describe the impact your project had on McGill's structures, processes, and/or systems. Also, please specify how this positively transformed people's behaviors/perspectives/habits on McGill campus(es).**
   (Unlimited characters, suggested minimum ½ page or approximately 250 words)

   We achieved our project goals. The location of the position in the SEDE office has allowed it access to the Community Engagement and Equity Educational sectors. These have been crucial to the development of new programming and embedding the program in the landscape of McGill equity work. The Community Engagement branch helped us develop more meaningful volunteer opportunities for students who engage in our program. We have incorporated a reflection component for volunteers following the lead of programs such as Community Engagement Day and Alternative Spring Break. The Equity Educational branch has provided meaningful guidance in advocacy skills and support work. They have also provided trainings relevant to the context of the position in anti-racism, cultural diversity, sexual orientation and gender identity, and universal access. These two branches have shaped the future directions for the project with their expertise.

   Much of the project is dedicated to building community and strengthening networks of student parents and caregivers. This has been done by tapping into existing, organic networks and bridging them. This position depends on student associations, clubs, offices, unions, and human resources (in the literal sense) to achieve this work. To coordinate and streamline the way that information and resources are presented to this population I have developed a large network of people exposed to the project who are now familiar with the unique needs of student parents and caregivers. I have had the unique opportunity to provide insight into these units and to receive their insight in turn. This has allowed for a University-wide exchange of knowledge and ideas.

   The project has impacted the perception of the needs of student parents and caregivers. Additionally, it has helped reconceptualize what a student parent or caregiver might "look like." There is often the assumption that identity as a caregiver or parent subsumes any other identity. Through exposure, sharing stories, and data we have been able to break down some of the assumptions about what it looks like to be parenting or caregiving while studying and working. This will hopefully allow more ability to flourish at McGill. This has in turn helped to change some of the ways in which services are offered. One example of this was in the daycare educator trainings we provided through the SEDE office. I worked with our LGBTQIA+ advisor to provide sensitivity training to the McGill CPE educators in issues of responding to gender diversity in their classrooms. Additionally, we have been in conversation with advisors at the Office for Students with Disabilities to discuss strategies to address the needs of students who care for family members with a disability. In other ways, my participation on the McGill Health and Wellness Strategy

meetings and discussing the ways in which barriers to participation in the University affect wellbeing and health in general have been helpful to expose a large group of people to the ways that family responsibilities affect participation.

3. **Please describe the key successes and challenges of your project. (Minimum of two examples for each)**
   (Unlimited characters, suggested minimum ½ page or approximately 250 words)

Two partnerships with International Student Services have led to increased resources for this population. Recognizing that this population faces many additional barriers due to the more expensive costs of health insurance and access to daycares, it has been a priority to address the ways that we can provide more access for this group which in turn benefits the larger community of student parents and caregivers as well.

This has been accomplished through collaborating with the health insurance advisor at ISS to discuss ways that we can expand coverage and offer more flexible payment options. Of these discussions, one option that has come to fruition is covering the expenses of a certified Midwife under the international Blue Cross health insurance. In this way we are moving towards more financially sustainable ways for student parents and caregivers to access the health services they want.

Additionally, we hosted a Café Collab session (a media-making workshop) on the needs of student parents and caregivers in January, sharing the fairy tale stories created with Student Services staff and directors in February. This helped us to identify action items for short, medium and long term goals. It also helped create a more mutually beneficial partnership between the McGill Family Care Program and various Student Services units. We were able to identify action items at the end of the second session for Student Services representatives to bring to their units immediately, and presented at a Directors' meeting in order to encourage other ways of incorporating caregiver status into service provision.

One of the largest recurring challenges with this project is communications. Because there is no list of caregivers and parents any place, communications must be done in a very piece meal way (emailing both daycares, emailing my listserv, emailing through the student associations, emailing through ISS). This should be addressed in the coming year thanks to the inclusive registration project, which allows people who identify as caregivers to receive our communications once they register for classes.

Another challenge with this project was institutionalizing it. Eventually, we found a fund that fit our mandate and will be providing funding for the next two years, but after that we will be in the same situation again of trying to find it a permanent home at McGill. The position has grown tremendously since the start in the SEDE office - from mostly research and one on one support to something much bigger than that. One challenge is that it does not quite belong in the Community Engagement branch of SEDE nor the Equity Educational one despite borrowing heavily from both of these. The position has a very broad scope and involves a lot of different kinds of labor. In this way it can also be a challenge to complete all the tasks (such as one on one consultations and follow ups, event organizing, keeping up with SPF deadlines, SEDE events and coordination, volunteer engagement, and many other tasks). I think that moving forward the position will need to become more refined or split into two positions, one of which works on "front line" support and engagement, and one which works more on policy and advocacy. I talk about this further down as well in Question 11, but one way that the SPF could support projects that are working on social sustainability is bridging them and bringing them together so that people with similar mandates can share skills and ideas.

4. **What key points of advice or *lessons learned* would you give to other SPF teams either regarding your experience managing your project or the project itself?**
(Unlimited characters, suggested minimum ½ page or approximately 250 words)

To other SPF project teams, I think one of the most important pieces of advice I would give is to disburse the work. Being one person responsible for an entire project is a very large task and I think that the quality of the work would have been better on all accounts had it had more support from SPF project team members. This could have looked like me scheduling more check-ins with the SPF team, or the project being split between two people working part-time rather than one person working full-time, or having a Work-Study position to help. I have noticed since hiring the Family Care Project Assistant, I have been able to delegate much of the work of aspects of the portfolio that are time intensive such as contacting people for event planning and communications.

In a similar way, I think that being strategic with event planning and linking into existing events and infrastructures is really important. I think that many SPF projects would benefit from a crash course on how to integrate their project into an existing framework or how to approach different stakeholders to ask for collaboration or support. Also in this regard, I think that making sure the scope of the project is very clear from the outset is important as well. It was easy to take on more and more work as the two years went on, but at a certain point I think it is important to decide when a job becomes too large for an individual project.

5. **What recommendations do you have for the future of this project to be continued and are there any opportunities for complementary projects? Who will take responsibility for the project's future and how can interested persons be in touch? The SPF team will also be in touch with this contact for updates on the project's progress in coming years, if ongoing.**
(Unlimited characters, suggested minimum 1 paragraph)

For the future continuation of this project, I would suggest further investigation into the ways that we can provide housing for student parents. This is a huge need that would solve many aspects of the challenges facing student parents, such as isolation, lack of community, safety, and material items. I think that this project could mimic the ECOLE model of integrating sustainability (socially and environmentally) as well as community engaged learning and collective living. I think that it would be a great complementary project to be supported by the SPF. I will be signing on for the next two years again as the Family Resources Coordinator, so the contact person will remain me and the contact email will be family.coordinator@mcgill.ca.

6. **In your application, you listed the following sources of funding: _____**

Please confirm if you received this funding in the space below. In your response, please list the actual amount (in dollars) that you received. Note: If you received funding from a McGill Department or Unit, please attach a letter from its Financial/Budget Officer confirming the actual amount of support.
(1,800 characters maximum)

7. **Did you purchase equipment or make an installation on campus?** ☒ **Yes** ☐ **No**
   If yes, please briefly describe how these items will be maintained and used in the future.
   (1,800 characters maximum)

We purchased some books and child-friendly materials for campus events - they will remain the Family Resources Coordinator office for future events.

8. **At the beginning of your project, you submitted a work plan or impact metric that included target measurables or indicators of your project's success (e.g. # of tons of GHG emissions reduced). Please**

pick 3 indicators that best showcase the success of your project and complete the table below. To share updates on other indicators that you set, please attach an appendix to this report.

Selected Key Success Indicators	Target #	Actual #
Assist staff and students with childcare placements and family related concerns	15	60+
Host Orientation for Student Parents	15	25
Academic Expectations for Graduate Students	10	20

If there is a significant difference in the target numbers and the actual numbers achieved, please explain. If you have any additional information to share about these success indicators, please also include it below.
(1,800 characters maximum)

These success indicators were pulled from the first year workplan so the actual numbers have greatly exceeded the targets. The actual numbers represent only totals from Year 2 of the project, so the totals would be 75+, 35, and 30 respectively.

The Academic Expectations for Graduate Students was a workshop put on with Campus Life and Engagement for Graduate Students who were new to McGill. Our target numbers were the number of people we were hoping would arrive to each session.

I would also add that we compiled a listserv of over 200 student parents who receive our updates via email, a Facebook group with 35 student parents to privately chat, a Facebook page with over 180 likes, and a volunteer data base of over 60 students who are interested in providing volunteer childcare in events and other settings. Overall, I would say well over 400 people have been involved in the project in some way (either through attending our events, reading our reports, receiving training as volunteers, or getting support).

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

Standard SPF Key Success Indicators	Actual #
# of volunteers directly or indirectly engaged in the project	68
# of people (student, staff, or other) trained in the context of the project	46
$ raised for project activities subsequent to SPF funding	$80,000
# of partnerships or collaborations developed between the project team and other McGill administrative units, student groups, community groups, other universities, and/or other groups/organizations.	19

Regarding the last Key Success Indicator, please list the groups and/or organizations that you counted.
(Unlimited characters; point form acceptable.)

Union for Gender Empowerment
Midnight Kitchen
Dean of Students Office
JCSBE Equity Committee (subcommitees on Families, women, persons with disabilities, queer people, REP)
Café Collab workshop series
SSMU VP Student Life
PGSS Membership Services Officer
Student Services Units - CL&E, ISS, SSAO, Health and Wellness Strategy, FPH
SSMU Clubs Commissioner
McGill CPE
SSMU Daycare
McGill Athletics & Recreation
SSMU Library Improvement Fund
McGill Seeds of Change Project
*University of Toronto Family Care Office

*University of PEI
*University of Saskatchewan
**Universite de Montreal
*copresenting at CACUSS 2017
**copresenting at conference in Montreal for student parents
DESTA Black Youth Network
The Yellow Door Food Pantry
Le Village Birthwork Collective
Student Housing and Hospitality Service

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

We received funding from the Meighen fund, which is directed out of Student Life and Learning in the Provost's office. We have no letter confirming the actual amount of support except for the contract which I have signed for employment, which is confidential. I have attached an email from Deputy Provost Campbell which thanks Provost Dyens for his contribution to the continuation of the project - let me know if other documents are needed. The funding will amount to about $80,000 over the next two years for a salary.

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

☐ Very Dissatisfied ☐ Dissatisfied ☐ Neither Satisfied Nor Dissatisfied ☒ Satisfied ☐ Very Satisfied

11. Please provide any feedback or recommendations regarding your team's experience with the SPF.
(Unlimited characters, suggested minimum 1 paragraph)

The orientation at the beginning was very helpful, but it would have been helpful to have some scheduled meetings to check in about the progress more frequently. Additionally, I would have enjoyed more opportunity to engage with other SPF projects (though I never attended a Sustainability Friday and I imagine this would have been an opporunity to do so). I think that organizing meet-ups for SPF projects that have similar goals could facilitate interesting "cross-pollination" between projects and skill-sharing, though this might be a labor-intensive project to undertake.

Additionally, I would like to emphasize how important I felt it was to have two years for this project. Something that we are thinking about now at the end of the project is what social sustainability really looks like. For projects that focus around developing programming to address issues of equity and diversity, I think that a longer time frame is necessary. A lot of research and gathering stories and assessing needs had to happen before we were really able to launch into effective programming.

Additionally, I feel it is important to continue to support projects such as this one that work to increase access to underrepresented groups because these groups are often unable to participate in sustainability initiatives given that this work is often unpaid. Thus by increasing access for these groups there can be a more diverse pool of people who are able to contribute to sustainability at McGill.

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

Thank you again to the SPF for funding this valuable work!

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

   ☒ Yes   ☐ No   ☐ Prefer Not to Share

14. Has involvement in this SPF project positively impacted your team in the area of <u>personal growth</u>?
   Please choose one. If you would like to elaborate, please use the field below. (800 characters maximum)

   ☒ Yes   ☐ No   ☐ Prefer Not to Share

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

   ☒ Budgeting   ☒ Networking   ☐ Systems Thinking

   ☒ Communications   ☐ Planning   ☐ Teamwork

   ☐ Conflict Resolution ☐ Problem Solving   ☐ Technology

   ☒ Leadership   ☒ Project Management   ☐ Time Management

   ☐ Listening   ☐ Public Speaking   ☐ Writing

   ☐ Mentoring   ☒ Stakeholder Engagement   ☒ Other (Please specify in
                                                         the field below)

   ☐ Negotiating   ☒ Stakeholder Identification

Other: Socially Sustainable Initiative Planning!

16. Since starting your SPF project, has your team improved its knowledge of sustainability?
   Please choose one. If you would like to elaborate, please use the field below. (800 characters maximum)

   ☒ Yes   ☐ No   ☐ Prefer Not to Share

Yes, I believe that we have greatly benefitted in learning specifically about social and financial sustainability over the course of the two years. I would have liked to integrate more environmental sustainability into the project, and I think it should be encouraged for future SPF projects that are on the equity side to do this (though I think that support from the SPF would be needed to do this).

17. (Optional) If applicable, please list the total number of team members voluntarily self-identifying as members of marginalized communities: 1

Please identify the represented communities below. (e.g. women, Indigenous people, people of colour, LGBTTQI, student parents, members of ethnic minorities, immigrants, people with disabilities)
(1,800 characters maximum)

LGBTTQI/woman* only one person accessed the Final Report, so it is highly likely that other team members would self-identify as members of marginalized communities.

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

From:	Veronica Amberg, Ms
Sent:	Monday, May 01, 2017 1:19 PM
To:	Julia Pingeton Family Coordinator
Subject:	FW: follow-up SEDE

From: Angela Campbell, Prof.
Sent: January-09-17 2:53 PM
To: Veronica Amberg, Ms <veronica.amberg@mcgill.ca>
Cc: Ollivier Dyens, Prof. <ollivier.dyens@mcgill.ca>
Subject: Re: follow-up SEDE

Dear Veronica,
Ollivier has graciously confirmed $40k x 2 years from the Meighen fund to support the position of family care coordinator — merci Ollivier!!!
Angela

Angela Campbell
Associate Provost (Policies, Procedures and Equity)
Associate Professor, Faculty of Law
McGill University
514.398.1660

McGill University is on land which long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous people whose footsteps have marked this territory on which peoples of the world now gather.

L'Université McGill est sur un emplacement qui a longtemps servi de lieu de rencontre et d'échange entre les peuples autochtones, y compris les nations Haudenosaunee et Anishinabeg. Nous reconnaissons et remercions les divers peuples autochtones dont les pas ont marqué ce territoire sur lequel les peuples du monde entier se réunissent maintenant.