

SSMU policy and plan book

Policies and Plans of the SSMU

Adopted by the General Assembly, 2010-02-10

Amended by the Legislative Council, 2011-04-07

Amended by the Legislative Council, 2012-01-12

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Amended by the Legislative Council, 2012-03-29

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Amended by the Legislative Council, 2013-04-11

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Amended by the Legislative Council, 2013-10-10

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Amended by the Legislative Council, 2014-02-20

Amended by the Legislative Council, 2014-04-10

Amended by the Legislative Council, 2015-03-12

Amended by the Legislative Council, 2015-03-26

Amended by the Legislative Council, 2015-04-09

Amended by the Legislative Council, 2015-10-15

Amended by the Legislative Council, 2016-03-31

Amended by the Legislative Council, 2016-04-07

Amended By the Legislative Council, 2017-03-23

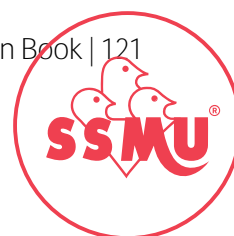


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POLICIES

Policies last for up to five (5) Years.

Introduction to SSMU Policies

SSMU Policies and Plans provide long-term guidance for the affairs of the Society. Policies lay out the SSMU's values and positions, both internal and external, and may remain in effect for up to 5 years. Plans, which can remain in effect for up to 10 years, are intended to set out a concrete set of goals for projects, policies, and governance areas that require long-term planning. The Internal Regulations of Governance outline the procedures for creating and amending both forms of legislation.

The SSMU Policy Book (formerly the Policy Manual) was originally compiled in 2006-2007 and is updated annually based on the resolutions of the Legislative Council, General Assembly, and Board of Directors. It is therefore an evolving document that reflects the changing priorities of SSMU members as well as an organizational tool for the long-term planning of Society governance. In recent years, SSMU Policies and Plans have also shifted from primarily aspirational documents to more detailed guidelines containing extensive context, resources, and direction for the Executive Committee.

All Executives are expected to fulfill the mandates contained in this Policy Book to the best of their ability. Furthermore, proposals for additional Policies or Plans should consider the resource capacity of the Society to undertake new initiatives at any given time. General questions regarding SSMU governance and legislative practices can be directed to president@ssmu.ca.

Table of Policy Dates

The following table lists all of the SSMU's policies, as well as when they were adopted and when they are set to expire.

Policy	Adoption Date	Expiry Date
Policy on Clubs and Services as SSMU's Highest Priority	April 11, 2013 <i>(Legislative Council)</i>	April 11, 2018
Policy on Space Allocation in the SSMU Building	April 11, 2013 <i>(Legislative Council)</i>	April 11, 2018
Sustainability Policy	April 11, 2013 <i>(Legislative Council)</i>	April 11, 2018
Equity Policy	April 11, 2013 <i>(Legislative Council)</i> Amended: April 9, 2015 Amended: April 7, 2016 Amended: March 23, 2017	April 11, 2018
Mental Health Policy and Plan	February 20, 2014 <i>(Legislative Council)</i> Amended: March 26, 2015	March 26, 2020
Policy on Accessibly Education	March 20, 2015 <i>(Referendum)</i>	March 20, 2020
Policy on Consent Education and Sexual Assault and Sexual Violence-Related Policy Advocacy	April 9, 2015 <i>(Legislative Council)</i>	April 9, 2020
Policy on Campus Free from Harmful Military Technology	April 9, 2015 <i>(Legislative Council)</i>	April 9, 2020
Climate Change Policy	October 15, 2016 <i>(Legislative Council)</i>	October 15, 2020

Indigenous Solidarity Policy	March 31, 2016 <i>(Legislative Council)</i> Amended: March 9, 2017	March 31, 2021
Policy on Support for Family Care	October 15, 2016 <i>(Legislative Council)</i> Amended: March 31, 2016	March 31, 2021
Human Resources Policy	April 7, 2016 <i>(Legislative Council)</i>	April 7, 2021
Accessibility Policy	April 7, 2016 <i>(Legislative Council)</i>	April 7, 2021
Smoking on Campus Policy	April 7, 2016 <i>(Legislative Council)</i>	April 7, 2021
Policy Against Unpaid Internships	March 9, 2017 <i>(Legislative Council)</i>	March 9, 2022
Global Access to Medicines Policy	December 1, 2016 <i>(Legislative Council)</i>	December 1, 2021

POLICY ON CLUBS AND SERVICES **AS SSMU'S HIGHEST PRIORITY**

Valid: April 11, 2013 – April 11, 2018

Whereas, it is clear that thousands of students engage with the SSMU through membership and leadership positions in SSMU Clubs and Services, as well as through other participation in and support from Services and Independent Student Groups;

Whereas, prioritizing student groups reflects SSMU's most basic commitment to “Service, Representation, and Leadership” as described in the first point of the Preamble to the SSMU Constitution:

I. The Students' Society shall serve as an umbrella organization to coordinate and support the student groups that make up civic life in the McGill community, while providing services to strengthen the education, cultural, environmental, political, and social conditions of our membership;

Whereas, a policy similar to the first clause below was passed by referendum in 2008 and expired on March 13, 2013;

Resolved, that the SSMU's primary obligation shall be to support affiliated student groups,

Resolved, that this policy shall be reflected in SSMU office staff priorities and workplans.

Resolved, that this policy shall expire on April 11, 2018.

Moved by:

Allison Cooper, Vice-President (Clubs and Services)

Zachary Rosentzweig, Clubs and Services Representative

POLICY ON SPACE ALLOCATION IN THE SSMU BUILDING

Valid: April 11, 2013 – April 11, 2018

Whereas, the SSMU Space Campaign of Winter 2013 has attempted to record campus conversations about the definitions and characteristics of “student-run space” and “student space”;

Whereas, these conversations have often emphasized the importance of student groups and projects needing space, as well as the need for student leadership in deciding what kinds of external groups can access SSMU spaces;

Whereas, the SSMU has been/is working on research into ethical investments and companies and has relevant mandates regarding relevant values;

Whereas, the previous “Policy on Space in Shatner” expired in October 2012

Resolved, Student endeavours shall be prioritized over any other sort of endeavour in SSMU Space,

Resolved, SSMU space, when it is to be used for revenue-generating activities, shall be given to such operations that are run by and for students,

Resolved, in the alternative, in such cases as revenue-generating activities are to be contracted out, that they shall be contracted out only to such companies that are socially and environmentally responsible,

Resolved, that this policy shall expire on April 11, 2018.

Moved by:

Allison Cooper, Vice-President (Clubs and Services)

Josh Redel, President

SUSTAINABILITY POLICY

Valid: April 11, 2013 – April 11, 2018

Whereas, SSMU is committed to sustainable practices and leadership on our campus, in Canada, and around the world,

Whereas, SSMU passed a Sustainability Policy in March 2012,

Whereas, the Sustainability Policy lacks clarity in some areas, such as the overlap of equity and sustainability including incorrect references to SSMU's Equity Policy,

Whereas, the Sustainability Policy ought better guide those working at SSMU and interested students at large on how to help SSMU adhere to said policy,

Resolved, that the following policy, which provides no change in spirit to the Sustainability Policy passed in 2012 but only improved guidance and clarity, be adopted as the Society's Sustainability Policy,

Resolved, that SSMU Council will discuss the implementation of this policy at a session of council in early in fall 2013, and it will be the responsibility of the Sustainability Coordinator to coordinate this discussion.

Respectfully submitted,

Josh Redel, President

Haley Dinel, Vice-President (University Affairs)

Introduction: Mission, Vision, and Scope

Students at McGill and across Canada have led efforts to make our campuses more sustainable. At McGill, for example, student leadership has established a Sustainability Projects Fund, conducted a major environmental sustainability assessment of the SSMU, established and revised the SSMU's Equity Policy, and led McGill to hire staff specifically to make its food system more sustainable.

Students operate a huge number of important services to students, including Midnight Kitchen, the Flat Bike Collective, the Union for Gender Empowerment, the Sexual Assault Centre of the McGill Students' Society, Queer McGill, WalkSafe, Drivesafe, Nightline, Reboot McGill, the Black Students Network, and many more. (An exhaustive list of students' accomplishments would take many pages

Mission: Sustainability in this context is about balancing and integrating economic, social, and environmental considerations in the way we act, and having people collaborate to achieve this balance. Aspects of sustainability have been, and continue to be, integrated into governance documents of the Students' Society of McGill University (SSMU). This is evident in the Preamble of the SSMU Constitution:

“VI All Students’ Society endeavours shall be undertaken with full respect for human dignity and bodily sovereignty and without discrimination on the basis of irrelevant personal characteristics that include but are not limited to race, national or ethnic origin, colour, religion, sex, gender identification, age, mental or physical disability, language, sexual orientation or social class.

VII The Students’ Society commits to demonstrating leadership in matters of human rights, social justice and environmental protection. The Society shall be mindful of the direct and indirect effects corporations, businesses and organizations have on their social, political, economic, and environmental surroundings.

VIII The Students’ Society commits itself to groups, programs and activities that are devoted to the wellbeing of a group disadvantaged because of irrelevant personal characteristics that include but are not limited to race, national or ethnic origin, colour, religion, sex, gender identification, age, mental or physical disability, sexual orientation or social class.”

Vision: As efforts for a sustainable SSMU and a sustainable campus intensify, the SSMU will not only support grassroots student initiatives, but seek to cohesively transform our student association into a leader for social, environmental, and economic sustainability.

To this end, the SSMU shall demonstrate leadership for sustainability:

- by fostering sustainability across campus and beyond through our advocacy, leadership, and all public actions;

- by engaging students and student groups, connecting people who share the same ideas of changes to bring about, and coordinating projects with multiple stakeholders;
- by promoting awareness of sustainability through its communications, informational resources and workshops, and by leading by example in the delivery of events, services, and political action;
- within its internal operations, through creating a just, empowering community which minimizes its negative environmental impacts while using resources responsibly;
- by setting ambitious and feasible multi-year goals, drawing on best practices from other organizations to achieve them, reporting both qualitatively and quantitatively, and annually reviewing the goals to ensure that change is iterative and adaptive.

Scope: The SSMU has adopted many measures, both formally and informally, to become a more sustainable organization. This policy lays out the guiding principles upon which multi-year goals and efforts to continually improve shall be based. Crucially, this policy seeks to expand the focus of SSMU's sustainability efforts from environmental initiatives to include social equity and justice. The pursuit of a sustainable SSMU must be the joint effort of Executives, Councillors, and staff, and will be strengthened by the active participation of student groups and the student body at large.

1. Understanding Sustainability

Sustainability in this context is about balancing and integrating economic, social, and environmental considerations in the way we act, and having people collaborate to achieve this balance. Different definitions are used in this document, within in the McGill community, and in many Canadian and international scholarly articles. These definitions provide a common framework, not to be exhaustive or definitive, and can be refined in the future.

The Three Spheres of Sustainability

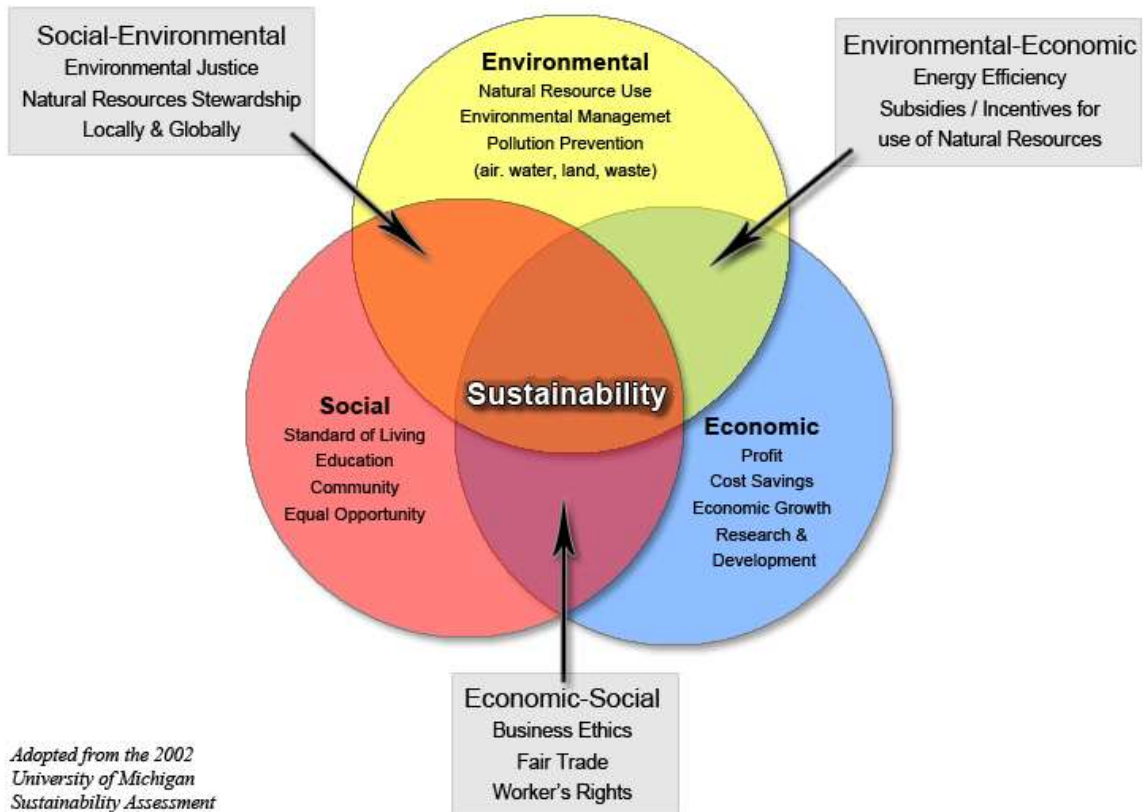
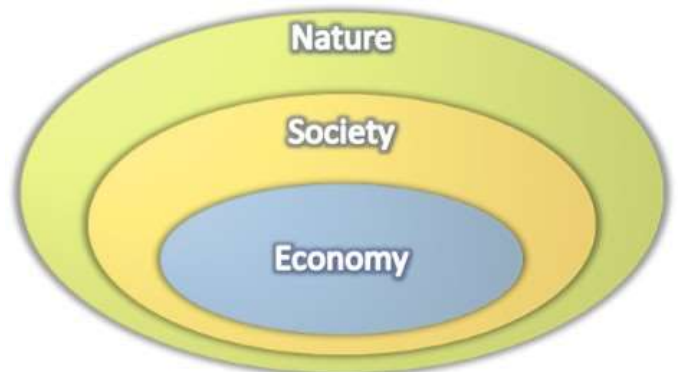


Fig 1. The important point of this illustration is that sustainability comes from the balance and integration of all three spheres. In our context, the following additions might be made to the “Social” sphere: Equity, Safety, Empowerment. From: http://ext.morainevalley.edu/green/wpcontent/uploads/2011/09/sustainability_spheres1.png, accessed on March 20, 2012.s

Fig 2. This image, which consists of nested spheres, illustrates a different way of looking at the 3 spheres or pillars of sustainability from the previous image. “Nature” encompasses all of the physical world we are in, commonly referred to as the “Environment” or “Planet Earth”. A sub-section of that is all of human “Society”, and “Economy” is a sub-section of human society. The two images together provide basic visuals that can help contextualize thinking about sustainability. From <http://www.projectcss.eu/description/objectives.jpg> accessed March 20, 2012.



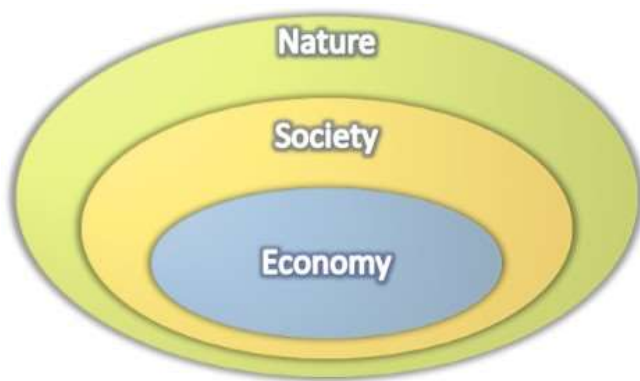


Fig 3. This image, which consists of nested spheres, illustrates a different way of looking at the 3 spheres or pillars of sustainability from the previous image. “Nature” encompasses all of the physical world we are in, commonly referred to as the “Environment” or “Planet Earth”. A sub-section of that is all of human “Society”, and “Economy” is a sub-section of human society. The two images together provide basic visuals that can help contextualize thinking about sustainability. From <http://www.project-css.eu/description/objectives.jpg> accessed March 20, 2012.

1.1. Economic

The SSMU is tasked with managing fees collected from many thousands of students. The SSMU undertakes to manage these funds in a manner which respects students and the communities of which SSMU is a part. The SSMU will strive to:

- be stewards of students’ money in an ethical manner, as per the Ethical Investment Policy, the Purchasing Policy, and this Sustainability Strategy;
- be transparent, accountable, and open to student participation in budgeting students’ money;
- be responsible in its long-term planning of finances to ensure year-to-year financial stability and flexibility as major expenses arise;
- work to prioritize funding to initiatives that will (a) lead to cost-savings for the SSMU in a reasonable time-frame or (b) lead to considerable social and / or environmental benefit.

1.2. Social

The SSMU will strive to promote a strong, safe, and empowering community by endeavouring to minimize systemic power imbalances within society and to foster a culture of anti-oppression. Socioeconomic inequity has been shown to be well correlated to ecological degradation.¹ This potential positive feedback loop of inequity exacerbating biodiversity loss which exacerbates inequity is one example of how equity struggles are, or should be, an inseparable part of the sustainability movement. The SSMU will aim to be of

¹ Mikkelsen GM, Gonzalez A, Peterson GD (2007) Economic Inequality Predicts Biodiversity Loss. PLoS ONE 2(5): e444. doi:10.1371/journal.pone.0000444 (Accessed on April 8, 2013 at <http://www.plosone.org/article/info:doi/10.1371/journal.pone.0000444>)

service to the communities of which it is a part, in keeping with the values laid out in the Constitution and Equity Policy. Please refer to the Equity Policy updated in April 2013 for more information on SSMU and equity. Beyond the Equity Policy, SSMU will approach social sustainability by ensuring that:

- it supports student initiatives that contribute to the aims stated in this section, and it will liaise with different groups to do so.

1.3. Environmental

The SSMU will strive to actively promote practices that will lead to resilient ecosystems that can support healthy life and lifestyles. To that end, the SSMU will strive to:²

- Eliminate its contribution to the progressive buildup of substances extracted from the Earth's crust (for example, heavy metals, fossil fuels, greenhouse gas emissions);
- Eliminate its contribution to the progressive buildup of chemicals and compounds produced by society (for example, dioxins, PCBs, and DDT);
- Eliminate its contribution to the progressive physical degradation and destruction of nature and natural processes (for example, over harvesting forests and paving over critical wildlife habitat).

2. The role of the SSMU in fostering a community of sustainability

The SSMU will, through the actions of its elected representatives, staff, committee members, clubs, and services:

- seek to be a catalyst for change in the McGill community;
- represent student interests pertaining to sustainability issues on campus to the relevant community members;
- facilitate student activities that foster a community of sustainability including reaching out to other student organizations (associations, clubs, services, independent student groups, etc.);
- work to build awareness of sustainability issues, and work to ensure that its internal practices adhere to a high standard of sustainable behaviour

² The following items have been adapted from “The Natural Step” framework of sustainability available at <http://www.naturalstep.org/the-system-conditions> accessed on March 21, 2012.

- show leadership beyond the SSMU bureaucracy and the William Shatner University Centre for the good of the student body as a whole and the broader community and society.

3. Coordination, Facilitation, and Outreach

The SSMU may act in a coordinating role to facilitate efforts on campus by reaching out to other groups to learn what is going on and informing others of what is happening with the SSMU. Staff, Executives and Councillors have a responsibility to help connect people to facilitate successful efforts (as elaborated in Appendix A).

Coordination: The SSMU is connected with many parts of the McGill community. The SSMU will use its relationships and its understanding of the community to connect members who are working on similar topics, problems, campaigns, efforts, research, etc. While the SSMU may act in a coordination capacity at times, other groups will lead many change efforts in the community.

The McGill Office of Sustainability has emerged as an entity that has filled a coordination role on many, but certainly not all, campus sustainability efforts between staff and students. It is, therefore, essential to stay in close communication with the Office of Sustainability. It is primarily the responsibility of the SSMU Sustainability Coordinator to provide two-way communication between the SSMU and the Office of Sustainability as well as the projects it helps to facilitate.

To this end, the Sustainability Coordinator will deliver brief activity reports from and to the Office of Sustainability and SSMU Environment Committee on a weekly basis with the aim of improving communication and building collaborations.

As SSMU has endorsed the Vision and Goals of “Vision 2020: Creating a Sustainable McGill” and indicated it will actively help the community pursue said Vision and Goals, SSMU shall evaluate its sustainability priorities semesterly in line with the strategy laid out in the Vision 2020 process. SSMU will continue to play a leadership role in advancing the sustainability strategy of the McGill community. SSMU is well placed to communicate the sustainability vision and specific goals to students and student groups, including faculty undergraduate societies. SSMU may be well placed to take action to directly pursue goals of Vision 2020, particularly in the “Connectivity” and “Administration and Governance” sections.³

Facilitation: The SSMU will act as a resource and a facilitator for assisting and connecting members and groups who are working to create a more sustainable community. This is especially relevant to issues of social and environmental significance as clubs, services, and individual students may not be aware of many

³ Vision 2020 documents available here <http://www.mcgill.ca/sustainability/vision2020/final-reports>

concurrent, ongoing efforts in the community. To this end, the SSMU will continue to host a Green Groups Forum event semesterly and will re-establish a Sustainability Ambassadors program.⁴

Outreach: When the SSMU begins an internal effort that aims to create a more sustainable community, it will use its connections to reach out to relevant parts of the community to (a) look for beneficial collaborations and (b) let the community at large know what the SSMU is doing for their reference. Tools to be used to get word out include: the SSMU website (homepage and SSMU Environment site), SSMU listserv, undergrad society listservs, McGill website (homepage or Office of Sustainability site or other relevant page), posting on active Facebook pages, contacting news editors of student papers, etc.

4. Awareness

The SSMU will work to make its members and the community more aware of how to live an economically, socially, and environmentally sustainable lifestyle. This includes, but is not limited to:

- Providing structured education such as Mini-Courses and workshops that help students develop an understanding of how to live sustainably (relevant people include the Sustainability Ambassadors, Sustainability Coordinator, VP Finance for Mini-Courses);
- Providing unstructured education such as signage in the building and showing best practices in ways of doing, such as using reusable dishes in dining areas in the building (relevant people include the VP Clubs & Services, General Manager, Building Committee for Shatner Building projects, the Green Building Coordinator, Environment Committee, Sustainability Coordinator);
- Promoting other ongoing structured and unstructured education in the community, such as promoting an online platform(s) for collaboration (relevant people include Environment Committee, the VP Internal, the VP External);
- Promoting collaboration to increase the scope and impact of beneficial initiatives;
- Providing and compiling resources on SSMU's websites, on Vibe, and physically to help all members of the Society fulfill the goals and act according to the values outlined in this policy (relevant people include Communications and Publications Manager for website, Systems

⁴ The SSMU Sustainability Ambassadors program needs to clarify its role as either promoting sustainable lifestyle behaviours or communicating what sustainability efforts are happening on campus in order to encourage student involvement. This needs to be clarified. If it is pursuing lifestyle behaviours, it is essential that there be collaboration with existing groups who are doing similar work. If it is about efforts on campus, there needs to be communication with the Office of Sustainability (including Sustainability Projects Fund), the McGill Leadership Development Office, and the SSMU Sustainability Coordinator & Environment Commissioners.

Administrator for Vibe, VP Internal for website and email, Environment Commissioners and Sustainability Coordinator for developing and compiling resources)

Responsibility for determining what issues and campaigns to focus on falls under the relevant Executive Officers along with the relevant SSMU Committee(s). More information on responsibilities is found in the Appendices.

5. Internal practices

The SSMU will strive to be a model of sustainability in its internal practices insofar as is possible given organizational constraints. This includes learning from peer organizations, drawing on student research capacity and innovation, and proactively engaging students in projects and decision-making processes.

5.1. Building

The SSMU will seek to make the William Shatner University Centre Building operate as sustainably as possible. This is the responsibility of the Vice-President (Clubs and Services) and the General Manager.

5.1.1 Infrastructure

The SSMU will seek to maintain the infrastructure of the building in a fashion that:

- keeps energy usage as low as possible while providing reasonable payback period if renovations are necessary to do so. The focus here may tend towards energy efficiency and undertaking efforts to inform students/staff/tenants of best practices of behaviour.
- is accessible to students of all abilities by ensuring Building Committee goes through training on equity and universal design;
- provides infrastructure to assist sustainable lifestyle choices;
- ensures safety, above and beyond fire code and alcohol regulations.

5.1.2 Use of space

The SSMU will seek to ensure that the space in its jurisdiction is used in a way that:

- is a safer space for all students where discrimination, oppression, harassment, and assault are not tolerated. Safer spaces should aim to be spaces where anyone can relax and be fully self-expressed, without fear of being made to feel uncomfortable, unwelcome, or unsafe on account

of sex, race/ethnicity, sexual orientation, gender identity or expression, cultural background, age, or physical or mental ability⁵ (refer to the Equity Policy for more information);

- in regard to materials used, primarily aims to reduce the amount of waste materials being created, such as disposable cups at events (relevant people include the VP Internal, Green Events and Green Building Coordinators, VP Clubs and Services, and Events Administrator) ;
- then secondarily ensures that materials enter the right waste streams (relevant people include the VP Internal, Green Events and Green Building Coordinators, VP Clubs and Services, and Events Administrator, porters) ;
- prioritizes student interests and services for students.

5.2 Purchasing

The SSMU should adhere to the behaviours outlined in the Ethical Investment Policy and

Purchasing Policy, which are the responsibility of the VP Finance working with the Financial Ethics Review Commissioner.

Material purchases should be carefully evaluated to avoid financial and material waste. Exit reports from events shall include recommendations regarding how to cut down on excess materials. The events booking points of influence shall be identified and will discourage wasteful consumption. In the event that surplus materials are purchased, every effort should be made to either repurpose them or donate them to a worthy, sustainable student or community organization. A list of such organizations can be requested from the Green Events Coordinator. Relevant people for these practices include: Events Administrator, Green Events Coordinator, VP Internal, Security Supervisor, VP Clubs & Services).

The SSMU will work with applied student research and McGill Food & Dining Services (MFDS) to continually improve the sustainability standards of all food providers in the building. The SSMU shall use the recommendations in the MFDS report “An Appetite for Sustainability” (2011, being revised in 2013) and the Fair Trade Campus certification as a baseline for success. Relevant people for these practices include the President, General Manager, tenants in the building, and Oliver di Volpi of MFDS.

⁵ Definition adapted from Advocates for Youth

<http://www.advocatesforyouth.org/storage/advfy/documents/safespace.pdf> accessed on March 21, 2012

5.3. Human Resource practices

In its efforts to act as a socially sustainable and responsible organization, the SSMU shall strive to uphold best practices regarding Human Resources. As outlined in the Human Resources Policy, this includes providing meaningful work for both students and full-time staff, nurturing a sense of empowerment for all staff members, and striving to provide a productive and pleasant work environment. Issues of hiring equity, pay equity, and childcare are to be worked on and may be outlined in more detail in the Equity Policy. The SSMU staff has a substantial role in creating the culture of the society. To help staff to exhibit leadership in fulfilling the goals of this policy, the SSMU shall provide training tailored as much as possible to specific jobs regarding issues of social, environmental, and economic sustainability. Relevant people for these practices include the HR Committee, Equity Committee, the HR Advisor, and Sustainability Coordinator.

5.4 Events

All SSMU-operated events must be planned in light of the values laid out in this policy. This includes financial accountability and responsibility, ensuring that events are inclusive and equitable (refer to the Equity Policy), and minimizing the environmental impact. Event planners should consult the Equity Commissioner and Green Events Coordinator as necessary to seek advice and to design appropriate logistical procedures.

5.5 Clubs and Services

The SSMU shall implement an annual sustainability audit for all clubs and services, incorporating social and environmental indicators into the annual financial reporting structure. Training regarding this policy will be included in annual workshops provided to clubs and services (coordinated by the VP Clubs & Services, VP Finance, and Sustainability Coordinator).

6. Implementation

6.1 Leadership

While all of the SSMU decision-makers are responsible for implementing this policy, the SSMU Executives, the Sustainability Coordinator, student staff within the Environment and Equity portfolios, and the Equity and Environment Committees must champion leadership and support. Further details are included in Appendix A.

6.2 Representation

SSMU staff and committees carry out the day-to-day decisions and actions of the SSMU. As such:

- Staff and committees are responsible for upholding and integrating this policy into their decisions and actions, possibly by creating decision-making frameworks;
- Staff and committees should be reporting successful innovations to executives, and briefly to Council according to the relevant reporting schedules;
- The Sustainability Coordinator is mandated to provide support, track progress, and meet with employees and committees regarding strategy throughout the year. This includes collaborating with interested students and student staff to coordinate projects and responsibilities.

6.3 Communication and Collaboration within the SSMU

As outlined in this policy, sustainability is complex, both in theory and in practice. In order for this policy to be truly effective, its goals must be integrated across all portfolios of the SSMU. While each year's elected representatives and student staff will have their particular skills sets and interests, it is expected that all staff and decision-makers within the SSMU will act in good faith towards achieving the goals of this policy.

7. Reporting and Annual Review

With support from the Sustainability Coordinator and leadership from the President, the SSMU Executive shall report on all progress achieved within the purview of this policy to Council once each in September, January, and April. The April report shall constitute an annual report which shall include recommendations for the subsequent year.

The President, with support from the Sustainability Coordinator and student staff, shall oversee an annual review of sustainability goals and benchmarks in order to adapt the SSMU's efforts in light of changes in organizational capacity and campus and societal shifts. The Sustainability Coordinator will lead a process of developing detailed implementation plans and benchmarking rubrics to ensure measurable, effective change; this shall not be allowed to detract from the pursuit of qualitative or difficult-to-measure efforts.

APPENDIX A

Role of the SSMU Executives

Description: Executives work (more than) full-time to make SSMU work, and they carry much of the knowledge about the activities of SSMU. To be successful, the implementation of this policy must be acted on in good faith by every Executive Officer. Weekly Exec meetings are a place of many political decisions that set the behaviour of the SSMU. It is important for those responsible for this policy to be aware of what decisions are being made at exec and how they affect this policy. It may be prudent to develop decision-making frameworks to make sure sustainability is not a forgotten consideration at exec meetings.

Roles: Many roles of execs are identified in the text of this policy and are detailed further below just as much for the executives as for students who are working on sustainability efforts. (Exec positions listed in alphabetical order, not order of importance!)

President

- The President is responsible for ensuring environmental leadership.
- The President, along with the VP University Affairs, share responsibilities for advocating for stronger adherence to sustainability policies and pursuit of relevant actions to the McGill Administration
- The President is the official link to faculty-specific undergrad associations and to the First Year Council and Inter-Residence Council.
- The President oversees the work of the two (2) Environment Commissioners, the Sustainability Ambassadors organizer(s), the Green Events Coordinator, the Green Building Coordinator, and the Sustainability Coordinator.

VP Clubs & Services

- The Vice-President (Clubs & Services) should foster the integration of student groups' initiatives & input
- They collaborate with staff to implement sustainable operations and infrastructure within the Shatner Building (University Centre)

VP External

- The Vice-President (External) is critical to connecting in two-way communication with community organizations such as the Milton-Parc Citizens Committee and Eco-Quartiers, and municipal, provincial, and federal governments in the pursuit of this policy's goal.

VP Finance & Operations

- The Vice-President (Finance & Operations) has the responsibility of ensuring the implementation of the Ethical Investment Plan and Purchasing Policy;
- of overseeing the long-term financial viability of SSMU;
- and providing leadership in the integration of the values laid out in this policy within the SSMU's Operations (Gerts and MiniCourses)
- The VP Finance & Operations oversees the work of the FERC Commissioner, Funding Coordinator, Gerts Manager, and Mini Courses Manager.

VP Internal

- The Vice-President (Internal) has a lead role to play in minimizing the impact of the Society's events and in promoting awareness within the student body. Repeating a mantra of "use less, use things that will be useful, and send the right messages with events and communications" will be an important contribution the VP Internal can make.
- The VP Internal oversees several Frosh Coordinators over the summer, and a Sponsorships Coordinator when needed throughout the year.

VP University Affairs

- The VP University Affairs is responsible for SSMU's commitment to Equity and representing SSMU on issues of equity to McGill units / administration
- Shares responsibilities with the President for advocating for stronger adherence to sustainability policies and pursuit of relevant actions to the McGill Administration
- The VP University Affairs oversees the work of the Equity Commissioners and often works with the Sustainability Coordinator

Role of Council and Councillors

Description: SSMU Council, the highest decision-making body of SSMU (in practice but not in law), is a meeting every two weeks of approximately 25 undergrad representatives from around McGill. Council is, ideally, a place where substantive decisions are made and where information travels back and forth between SSMU and the rest of campus through faculty undergrad associations. Sometimes this information transfer is not perfect. Councillors have to review large amounts of information before each meeting in addition to doing their full-time school work and any other responsibilities they take on.

Role: Early in the academic year, councillors should be engaged by those responsible for pursuing the Sustainability Policy (President, Sustainability Coordinator, Environment Commissioners) in order to

inform them of past progress, future direction, and to involve them in the process. A council meeting early in the academic year is an optimal time to engage councillors and discuss the contents of the SSMU Sustainability Policy and how it may be of mutual benefit to councillors' constituents. Many student associations have sustainability groups and committees and are often searching for guidance early in the year, which could be provided by this policy and its connection to Vision 2020. Councillors should be encouraged to sit on committees, such as Environment Committee and the Financial Ethics Review Committee, and shown how they tie directly into the direction this policy sets. This policy should be presented regularly to council, ideally once in early fall to build involvement, then again in January for the same reason and finally in March/April to present the progress through the year(s).

Role of Senators and Senate Caucus

Description: SSMU Senators represent SSMU at McGill's Senate which is the highest academic decision-making group at McGill. Senate is over 100 people large. There are about a dozen SSMU senators from all over campus. They tend to be quite involved students on campus, and into all kinds of different things. Any one of them may ask a question or propose something at Senate, so they are not an easily predictable or controllable group (which is fun). The SSMU senators meet with regularity at what is called "Senate Caucus" and they discuss what is on the Senate agenda and what they will do/propose/say.

Role: SSMU's Senate caucus may benefit from having some understanding of SSMU's Sustainability Policy and SSMU's progress in adhering to it. It has been observed that it is hard to get all senators excited about one thing, so those responsible for the Sustainability Policy may want to meet one-on-one with senators to discuss what they are excited about and how they can work together to advance the sustainability policy and the direction set by Vision 2020 (McGill's sustainability strategy).

Role of Environment Committee and the Environment Commissioners

The Environment Committee (EC) is chaired by the Environment Commissioners, with assistance from the Sustainability Coordinator on request. The Environment Commissioners are responsible for ensuring that campaigns of the EC are facilitated properly to raise awareness and affect the change desired by the EC. The Commissioners ensure that EC acts as:

- A gathering area and a clearing house of ideas
- An incubator for student groups whose leaders have since left the McGill community
- A facilitator of capacity building activities and resources that help move students along the learning curve of how to achieve environmentally beneficial changes in the community

The EC's outreach and communications strategy shall focus on building connections with 6 main groups in order to share information about each others' campaigns, services offered, events, and activities:

- Faculty associations
- Green Groups
- SSMU Equity Committee
- Downtown student body
- Involved students and student groups at the Macdonald Campus
- McGill administrative units including the Office of Sustainability (the Office of Sustainability is becoming a highly valuable resource for connecting students with the appropriate staff on campus to pursue projects, as well as for helping students develop applied student research projects)

Efforts to communicate with students shall include:

- More centralized and accessible information
- Online resources as well as physical spaces like the green corner
- Creating strong sense of community (building inter-personal relationships)

The Environment Committee website will be used as:

- A central source of easily accessible information for the committee
- A means of engaging students about sustainability issues on campus, especially environment focused ones
- An interactive tool

Role of Equity Committee and Equity Commissioners

Note: The roles of the Equity Committee and Equity Commissioners have been laid out in the Equity Policy, passed on March 1, 2012, and subsequently amended and up for approval April 11, 2013. What follows here is a short addition connecting the Equity Committee and Equity Commissioners to the work of the Environment Committee and Environment Commissioners. This is not an exhaustive detailing of the Role of Equity Committee and Equity Commissioners.

The Equity Committee and Equity Commissioners provide a valuable resource to SSMU and the entire student body in grappling with equity issues broadly in the community and dealing specifically with equity complaints as they come forward.

- It will be the role of the Environment Committee to periodically connect with the Equity Committee, report back to Environment Committee and arrange collaborations.
- It will be the responsibility of the Sustainability Coordinator to ensure that communication between the typical environmental and social spheres within SSMU's internal operations is open

(e.g. goings on in Building Committee, events being planned by Students' Society Programming Network, etc.).

This will be an essential connection as Equity Committee is mainly concerned with social sustainability as described in this document and Environment Committee is mostly concerned with environmental sustainability.

Role of Sustainability Coordinator

The Sustainability Coordinator's role is primarily to make sure that efforts are developing in a coordinated manner, and that people working on the same issue are aware of what each other are doing and given the opportunity to collaborate. The Sustainability Coordinator also lends expertise, acts in an advisory role, supports student efforts, and helps with troubleshooting as issues arise. This is detailed more in depth, and formally dictated by, the Sustainability Coordinator job description.

EQUITY POLICY

Valid: April 11, 2013 – April 11, 2018

Whereas, Equity is a continuous process and respective policies have to be updated as to reflect the changing needs of the community,

Whereas, the current SSMU Equity Policy contains numerous instances of spelling and numbering mistakes,

Whereas, the SSMU Equity Commissioners have worked extensively with the AUS Ad Hoc Equity Policy committee in creating a revised version of Equity definitions,

Whereas, the VP University Affairs and the Equity Commissioners have worked extensively with the J-Board to improve the Equity Policy,

Resolved, that the SSMU Equity Policy be revised accordingly at the Council Session of April 11, 2013.

Moved by:

Allison Cooper, Vice-President (Clubs and Services)

Robin Reid-Fraser, Vice-President (External)

Zachary Rosentzweig, Clubs and Services Representative

1. Background

The SSMU has a longstanding history of leadership on issues of equity and social justice. The development of formal mechanisms for addressing equity concerns has been in a constant process of critical reflection and growth over the past three decades. The SSMU has demonstrated a commitment not only to excel in the practice of equity, but also to be a progressive leader in the field. The *Leadership* pillar of the Preamble of the SSMU Constitution describes the following:

“All of the Society’s endeavours shall be undertaken with full respect for human dignity and bodily sovereignty and without discrimination on the basis of irrelevant personal characteristics that include but are not limited to race, national or ethnic origin, colour, religion, sex, gender identification, age, mental or physical disability, language, sexual orientation or social class. The Society commits to demonstrating leadership in matters of human rights, social justice and environmental protection. The Society shall be mindful of the direct and indirect effects that Society businesses and organizations have on their social, political, economic, and environmental surroundings. The Society commits itself to groups, programs, and activities that are devoted to the well-being of a group disadvantaged because of irrelevant personal characteristics as outlined above.”

The SSMU has a responsibility as a leader, representative, and service provider to a diverse membership to conduct itself by the highest standards of respect, fairness, integrity, safety, and equitable treatment for all persons. Furthermore, the SSMU strives to create a community that exceeds social standards of equitable treatment and creates and upholds a safer space for all of our members, where discourse and diverse ideas can flourish within a respectful atmosphere. This Policy recognizes that the practice of equity requires the dedication of material support to reduce intersectional barriers for marginalized groups who may benefit from targeted resources.

Article 1 – Interpretation

1.1. The SSMU will promote a functional anti-oppressive environment through:

- 1.1.1. Recognizing that historical and ongoing processes of oppression disadvantage and harm certain groups of people;
- 1.1.2. Taking proactive steps to challenge the current and historical processes that affect the safety and well-being of these groups, and the actions, attitudes, and assumptions that result from these processes of oppression.

- 1.1.3. Acknowledging that certain groups of people knowingly or unconsciously benefit from these processes;
- 1.1.4. Using gender-neutral language in all documents, electronic and written correspondence from SSMU addresses, and in the workplace. This shift shall be implemented systematically under the supervision of the Office of the Vice-President (University Affairs).
- 1.1.5. The SSMU will actively support projects and policies that aim to end oppression or to promote accessibility and inclusivity in the McGill community.
- 1.1.6. The SSMU and its affiliated Clubs and Services will not associate or collaborate with organizations that perpetuate oppressions or promote or engage in discrimination or harassment.
- 1.2. The SSMU recognizes that groups that have been historically and culturally disadvantaged are subject to systematic marginalization and oppression, and condemns harassment or discrimination based on but not limited to: gender identity, gender expression, age, race, ethnic or national origin, religion, sexuality, sexual orientation, ability, language, size, or social class.
 - 1.2.1. The SSMU regards harassment and/or discrimination on these bases as serious offences that undermine its constitutional commitment to respect.
 - 1.2.2. Condemnation of harassment and/or discrimination does not prevent any program or activity whose purpose is to improve the conditions of, or provide safer spaces for, groups that have been historically and culturally disadvantaged.
- 1.3. This Policy should be applied in such a way as to ensure that the rights of marginalized students are not further compromised as a result of a Complaints process. This includes ensuring that students are respected and not subjected to undue stress or disparagement.
- 1.4. This Policy is not to be applied in such a way as to detract from the right of members to engage in open discussion of potentially controversial matters. No individual student or student group should have the effect of limiting dialogue provided that such discussion does not perpetuate the oppressions outlined in Article 5.3 and is conducted in a manner that conforms to the SSMU's stance on discrimination and harassment set out in Article 2.5.

Article 2 – Scope

- 2.1. This Policy shall apply to:

2.1.1. Staff, elected representatives, operations, Clubs, and Services, of the Students' Society of McGill University.

2.1.2. All activities and events hosted, funded, and promoted by the Society and SSMU-affiliated Clubs and Services.

Written or graphic material, which is published, distributed, endorsed, or funded by the Society.

Activities, events, campaigns, and promotions held in the William Shatner University Centre.

2.2. An Equity Complaint may be deemed outside the jurisdiction of the SSMU if the subject matter of an Equity Complaint involves:

2.2.1. Physical or sexual assault;

2.2.2. Persons or bodies outside the jurisdiction of the SSMU, including, but not limited to, McGill Administrative units, faculty members, Libraries, and Student Services.

2.3. In the event that a Complaint falls outside the jurisdiction of this Policy, the Equity Commissioners may serve as a resource in referring the Claimant to the appropriate channels.

Article 3- Definitions

For the purposes of the Equity Policy, the following definitions apply:

- 3.1. *Equity*: the recognition and respect of equality of opportunity. Equitable treatment involves acknowledging and respecting diversity and actively addressing the barriers that prevent equal inclusion, opportunity and recognition due to ongoing and historical oppressions and power dynamics.
- 3.2. *Diversity*: the existence of differences among individuals and groups based on, but not limited to gender identity, gender expression, age, race, ethnic or national origin, religion, sexuality, sexual orientation, ability, language, size, or social class.
- 3.3. *Oppression*: relations of domination and exploitation resulting from historically and culturally constructed ideologies of superiority and inferiority. These relations of power result in individuals or groups being systematically subjected to political, economic, cultural, or social injustices.
- 3.4. *Privilege*: an unearned advantage or immunity knowingly or unknowingly held by a group of persons to the disadvantage of others and maintained by systems of oppression.

- 3.5. *Marginalization*: the exclusion and relegation of certain individuals and groups to positions of lesser value, power, and access to opportunity within society.
- 3.6. *Disadvantage*: a circumstance or situation that puts an individual or group in an inferior or less favourable position compared to others, resulting in compromised access to resources or opportunities.
- 3.7. *Discrimination*: the differential treatment of an individual or group, typically to their disadvantage, on the basis of their perceived status or characteristics.
- 3.8. *Harassment*: any behaviour, act, comment, or display that demeans, and/or causes personal, psychological, or social harm to an individual or group, including acts of intimidation or threat.
- 3.9. *Intersectionality*: the recognition that individuals may experience interconnected systems of Oppression differently, in varying configurations and degrees of intensity, due to their membership in multiple identity groups.
- 3.10. *Equity Officer*: a member of the Equity Complaints Committee responsible for responding to Complaints, including Informal and Formal Resolutions Processes.
- 3.11. *Complaint*: a formal written declaration of a violation of the Equity Policy to the Equity Officers.
- 3.12. *Incident*: an instance of alleged violation of the Equity Policy.
- 3.13. *Claimant*: the person or group who has experienced (an) alleged incident(s) and has filed a Complaint against the Respondent.
- 3.14. *Respondent*: the person against whom a Complaint is brought.
- 3.15. *Support person*: an individual who a Claimant and/or Respondent may request to accompany them throughout the Complaints process.
- 3.16. *Private space*: a mutually agreed upon location where Mediation can take place that allows for the respect of confidentiality.
- 3.17. *Conflict of interest*: a situation in which a person's interests may affect or be perceived to affect their ability to make a fair decision, such as the presence of pre-existing social relationships or the possibility of personal, financial, or professional advancement.

Article 4 – Equity Complaints Committee

4.1. The Equity Complaints Committee shall be responsible for responding to Complaints, including Informal and Formal Resolution.

4.2. The Equity Complaints Committee will be comprised of the following Equity Officers:

4.2.1. The two (2) Equity Commissioners;

4.2.2. The Vice-President (University Affairs);

4.2.3. One (1) member of the Executive Committee as selected by the Equity Commissioners.

4.3. The Equity Officers must have received adequate equity training.

4.4. If a Complaint is against one or more Equity Officer(s), the Equity Officer(s) shall recuse themselves from the Complaints process.

4.4.1. If a Complaint is against the Vice-President (University Affairs), it shall be referred to the President.

4.4.2. If the complaint is brought against three (3) or more Equity officers, the SSMU Judicial Board shall conduct the investigation as per Article 5.7.

4.5. One Equity Officer will be designated to respond to a Complaint, in consultation with the Equity Complaints Committee.

4.5.1. A different Equity Officer shall respond in the Formal process than was designated to respond in the Informal Resolutions Process.

4.6. If a Complaint involves a Club or Service of the Society, the Vice-President (Student Life) will be notified.

4.7. The Equity Complaints Committee may consult other members of the Executive Committee as required in seeking the Resolution of a Complaint.

Article 5 – Equity Complaint Process

5.1. Submission of an Equity Complaint

5.1.1. All Complaints shall be submitted in writing, or addressed in writing, in either French or English, to an Equity Officer, or in the case that the Complaint is against an Equity Officer, to the Speaker of SSMU Council.

5.1.2. All Complaints submitted will be investigated, provided the Claimant is willing to assist the Equity Officers in a capacity that will not put their personal safety or the safety of any other individual or group at risk.

5.1.2.1. Equity Officers shall be empowered to seek any information that is not explicitly confidential.

5.1.2.2. After the submission of an Equity Complaint, the Equity Officers must outline, either in writing or in person, the limits of the Policy to any implicated parties.

5.1.2.3. Any individual who does not wish to participate in the investigation process is not obligated to do so; however, this does not prevent recommended remedies from being ratified by Council (e.g. dismissal from a position at the SSMU).

5.1.2.4. Complaints will be investigated primarily by the investigators. In certain cases, members of the Executive Committee will be consulted for further investigation and procedural matters (e.g. members of the Committee in a case-by-case, such as the VP Clubs & Services for a Clubs/Service issue.

5.2. Review and Limitations of the Policy

5.2.1. Upon reception of an Equity Complaint, Equity Officers will assess whether the Complaint falls within the scope of the Equity Policy as per Article 2.

5.2.2. Should the Complaint fall outside of the scope of this Policy, the complainant will be notified of the finding by writing.

5.2.2.1. In such situations, the Equity Officers may act as a resource in referring the Claimant to the appropriate channels, including other governance or representative channels of the Society, as appropriate.

5.2.3. If there is not enough evidence to support a Complaint and the Equity Officers are unable to issue a recommendation, they must provide the Claimant with an explanation to this regard.

5.2.4. Claimants should be aware that there is a six-month time limit for filing a Complaint at the SSMU, unless it is determined that the delay was incurred in good faith and no substantial prejudice will result to any person as a result of the delay.

5.2.5. In the event that the Complaint or ensuing process was made in bad faith, the Claimant will be subject to the same possible remedies as the Respondent. The person unjustly accused of an Equity Policy violation will be given the benefit of any necessary remedies.

5.3 Unsubstantiated Complaints

5.3.1. If there is not enough evidence to support the complaint, or if the complaint is outside the jurisdiction of the Equity Policy, the Investigators will be unable to issue a recommendation. At which time they must provide the Claimant with an explanation of why the Complaint cannot be pursued as per the terms of reference of this policy.

5.3.2. In the event that the Complaint or ensuing process was made in bad faith, the Claimant will be subject to the same possible remedies as the Respondent.

5.4 Informal Resolution Process (Mediation)

5.4.1. An Equity Officer or a qualified person from outside the organization (subject to the approval of the Equity Officers) will be identified as a mediator, to initiate and facilitate an ameliorative dialogue between all parties concerned in a Complaint.

5.4.2. The mediator will begin to help the parties settle the Complaint within 10 working days of the Complaint's submission and complete the Mediation with 20 working days, unless an extension is needed.

5.4.3. The mediator should not be involved in investigating the Complaint, and should not be asked to represent the SSMU at any stage of any proceedings related to the Complaint.

5.4.4. The mediation will take place in a private space.

5.4.5. Either party has the right to refuse mediation, without reprisal.

5.4.6. If implicated parties are unable to reach a resolution upon the conclusion of the mediation process, the Complainant and/or Respondent may engage the Formal Resolution Process.

5.5 Formal Resolution Process (Investigation)

5.5.1. The Claimant shall make a written record of the incident, including dates, times, locations and a detailed account of the incident. The Claimant will forward the written record of the incident as follows:

5.5.1.1. To the Equity Officers, unless it is a Complaint against one or more of the Equity Officers.

5.5.1.2. To the Speaker of Council, if it is a Complaint against one or more of the Equity Officers. The Respondent will be made aware of the allegations against them and has the right to respond to the Complaint in writing.

5.5.2. The investigators will investigate the Complaint thoroughly. An investigation will involve:

5.5.2.1. An interview of the Claimant, the Respondent, and any witnesses.

5.5.2.2. A detailed record shall be kept of interview minutes and sent to both the interview subject and the investigators for confirmation of accuracy. The Claimant, Respondent and witnesses interviewed have a responsibility to cooperate in the investigation, and act in good faith.

5.5.2.3. Obtaining all pertinent information from the Claimant, informing the Respondent of the details of the Complaint and obtaining their response, interviewing any witnesses, providing the Claimant and the Respondent with all of the allegations and responses of the other party or of witnesses to allow them to respond, determining whether the Equity Policy violation has occurred, recommending appropriate remedies.

5.5.3. To preserve the integrity of the Complaint process, everyone involved is required to cooperate with the investigation and maintain the confidential nature of the Complaint as per Article 6. Failure to cooperate will constitute bad faith.

5.5.4. Depending on the nature and severity of the complaint, the remedies for Policy violation include, but are not limited to:

a. Letter(s) of apology

b. Suspension of the Respondent from their position within the SSMU and its affiliated Clubs, Services, or Independent Student Group

c. Suspension of financial support by the SSMU for Clubs, Services, or Independent Student Groups that violate this Policy

d. Dismissal of the Respondent from their position within the SSMU.

5.5.5. Recommendations for Resolution made by the Equity Officers shall be ratified by a majority vote of the Legislative Council.

5.5.5.1. If the Legislative Council does not approve the Recommendations for Resolutions made by the Equity Officers, the Recommendations shall be referred back to the Equity Officers for revision and presentation at the next session of the Legislative Council.

5.5.5.2. If the Legislative Council rejects the Recommendations following revision, it shall submit a reference to the SSMU Judicial Board explaining its reasons for withholding ratification.

5.5.6. Within a week of being ratified, the Equity Officers will submit the final report to the General Manager. The Claimant and Respondent will also be provided with a copy of the final report. The report shall consist of but is not limited to facts, full reasons and recommendations and the reasoning behind them.

5.5.7. In the case of more serious violations, the Claimant may be recommended to seek resolution via the administrative processes of the University, or an external legal source. The Claimant may do so regardless of the Claimant's recourse to the SSMU Equity Complaints Investigation Committee.

5.6 Timeline

5.6.1. The Equity Complaints Committee must forward the complaint filed by the Claimant to the Respondent within three (3) business days after the complaint is filed.

5.6.2. The Respondent must file a response to the Complaint within five (5) days of the filing of the Complaint by the Claimant

5.6.3. If the Respondent fails to file a response within five (5) days of the filing of the Complaint they may file a response within an additional five (5) days, but must provide reasons for the delay which will be reviewed and evaluated by the Investigators. The Investigators may reject the response on the basis of the provided reasons.

5.6.4. Five (5) days following the filing of the complaint by the Claimant the Investigators may interview the Claimant and the Claimant's witnesses. The Investigators have five (5) days from this point to do so.

5.6.5. Ten (10) days following the filing of the complaint by the Claimant the Investigators may interview the Respondent and the Respondent's witnesses, if a response has been provided. The Investigators have five (5) days from this point to do so.

5.6.6. Fifteen (15) days following the filing of the complaint by the Claimant, the Investigators must provide all material gathered during the interview process to both the Claimant and the Respondent. Additionally, the Investigators must provide the Claimant with the response filed by the Respondent.

The Respondent and the Claimant shall have five (5) days to respond to this material and file their responses with the Investigators.

5.6.7. Twenty (20) days following the filing of the Complaint by the Claimant, the Investigators shall begin the review of all the material (complaint, interview and responses etc.) and draft a report containing but not limited to facts, reasons and recommendations regarding the complaint. The Investigators shall do so within 10 days of the start of this process. Accordingly, the Report must be issued within thirty (30) days of the filing of the complaint by the Claimant

5.7. Judicial Board Review

5.7.1. After exhausting both the informal and Formal Resolution processes, the Claimant and/or Respondent retain the right to file an appeal to the SSMU Judicial Board should they feel that a fair outcome has not yet been reached.

5.7.2. Once the Formal Resolution Recommendations have been communicated to all parties, the Claimant and/or Respondent has 10 days to file an appeal.

Article 6 – Confidentiality Rules

6.1. Confidentiality of the Equity Complaint must be respected at all times during the resolution processes, in consideration of the following restrictions:

6.1.1. Those implicated in a Complaint have the right to be given enough information so that they are able to respond and defend their interests.

6.1.2. A Claimant who seeks informal or formal resolution must be prepared to be identified to the Respondent.

6.2. Everyone involved in a Complaint will be made aware upon initial communication of their responsibility to ensure confidentiality in all their verbal, written and taped communication, formal and informal, to respect the right to fair process for the Claimant and Respondent.

6.3. Any electronic documents shared between the Equity Officers, Claimant and Respondent will be confidential.

6.4. Personal information regarding a Complaint will only be shared in connection with those responsible for administering this Policy, investigating and processing the Complaint, determining appropriate remedies or sanctions, or for a consistent and related purpose.

6.5. When the resolution is discussed by the Legislative Council, a confidential session will be declared, and all names and identifying features of the Claimant and Respondent will be omitted

Article 7 - Conflicts of Interest

7.1. Upon receiving an Equity Complaint, Equity Officers must declare any conflicts of interest as individuals and/or as a whole.

7.2. Any Equity Officer who declares a conflict of interest regarding an Equity Complaint must abstain from all stages of conflict resolution, including informal and formal resolution.

7.3. Failure of an Equity Officer to declare a known conflict of interest regarding an Equity Complaint will result in review or suspension from the Equity Complaints Investigation Committee, at the discretion of the other members of the committee based on the seriousness of the violation.

Article 8 - Right to a Support Person

8.1 Throughout all Equity Complaint resolution processes, the Claimant and the Respondent have the right to be accompanied at any and all times by a Support Person.

8.1.2. The Claimant or Respondent may request that the SSMU provide a Support Person. Such individuals should be trained in anti-oppression principles and active listening.

8.2. Any interviewing or questioning may be paused to allow the Support person and their party to discuss an issue or question privately. The Support Person may take notes and give advice to the party they are supporting.

8.3. The Support Person may not be a supervisor of either the Claimant or the Respondent.

8.4. The Equity Officer may request the removal of a Support Person if their presence is deemed to be other than for reasons of support (i.e. intimidation of the other party). At which point the Claimant or Respondent may be accompanied by a different Support Person.

8.5. The Support Person's role is not to present or respond on behalf of either a Respondent or Claimant.

Article 9 - Consultation with Student Groups

9.1. Throughout the resolution process Equity Officers are encouraged to consult relevant student groups for advice during the process of resolving a complaint while not disclosing any personally identifiable details of either party implicated in the Complaint.

9.2. While confidentiality must be respected, student groups should be consulted in instances where Equity Officers:

9.2.1. Feel a particular perspective is not being adequately represented throughout the process.

9.2.2. Believe the Resolution would significantly affect a particular student group.

Article 10 - Accountability and Reporting

10.1. Recommendations arising from the informal or formal resolution processes shall be provided to both the Claimant and the Respondent in writing.

10.2. All documents pertaining to Equity Complaints will be archived for a minimum period of three (3) years. They must be kept confidential.

10.3. The Legislative Council and the Executive Committee are responsible for ensuring the implementation of this Policy as well as integrating principles of anti-oppression, inclusivity and diversity into all activities of the SSMU.

10.4 The Report of the Equity Committee to the Legislative Council will **include a general summary of** the number of Complaints received and the status of resolutions.

APPENDIX A

The SSMU's history has seen extensive student organization against sexism, racism, homophobia, classism, ableism, and other forms of discrimination on the local, university, provincial, federal, and international levels. Numerous SSMU services and student groups have a strong commitment to equity, safety, and the creation of safe(r) spaces for its membership, including but not limited to Queer McGill, the Union for Gender Empowerment, the Black Students Network, the Sexual Assault Centre of the McGill Students' Society, Walksafe, and Drivesafe. Dozens of SSMU Clubs and affiliated student groups also share a commitment to equity and anti-discrimination in their mandates.

Civil rights movements over the last 450 years have shown the impact of universities and students on progress in equity issues. From the struggles for women's rights to francophone rights to queer rights; the SSMU and its members have played an active part in the struggle for fair treatment and personal sovereignty. Much of the SSMU's commitment to equity comes from the responsibility of university organizations to create safe havens from the rest of society, where marginalized persons can come together and create communities where they are supported in combating systemic oppression.

In 1989, the SSMU defined itself as an “anti-oppressive” organization. This was an important step in defining ourselves as leaders in the field of equity. By incorporating anti-oppression practice into the SSMU, the understanding of equity was extended beyond the simple relationship of person-to-person isolated events of harassment and discrimination into an in-depth evaluation of the situation of certain groups that leads to a lack of access and respect in society for those groups. This method for evaluating and addressing injustice, discrimination, and inclusion is utilized by many non-profits across North America and is a staple in academic discourse surrounding social movements.

“The SSMU—an organization working with individuals, in groups, within organizations, and across a wide social and political context—shall promote a functional anti-oppressive environment that fosters a culture of respect and facilitates our mission of Service representation and leadership.” [Approved by the Legislative Council on March 14, 1989]

Since this 1989 decision, the 1990s saw a great deal of development in the SSMU's work on equity. The creation of a VP Equity (by splitting the VP University Affairs position) was proposed and rejected by the Legislative Council in 1992-1993, and again in 1996-1997, for reasons most likely related to a lack of confidence that this was the best allocation of resources. The Legislative Council soon after created the position of Equity Commissioner, who was given the responsibility of managing the Equity Committee and taking a proactive position in addressing equity issues at McGill.

McGill University created the Joint Senate Board Committee on Equity in 1994. Today, this Committee has grown into an umbrella group with six subcommittees on Women, Racialized and Ethnic Persons,

Indigenous Peoples, Queer People, Persons with Disabilities, and Family Care. The effectiveness of this structure is still in question, and undergraduate students have taken an active role in pushing for equitable practices at McGill. In 2004, McGill created its first interim Policy on Harassment. In 2005, it established the Social Equity and Diversity Education (SEDE) Office as an outreach unit for the McGill community. In years to come, the recommendations of the Principle's 2009 Taskforce on Diversity, Excellence and Community Engagement will likely see some changes to the way McGill addresses diversity and inclusion on its campuses.

Since 2005, the SSMU Equity Policy has gone through its most intensive processes of review and implementation as Equity has grown in importance to our membership. The most important developments in the Policy over this time period have focused on the protocol for addressing violations of the Policy, the delegation of responsibility, and settling of disputes over equity matters. The current Equity Policy is the culmination of these ongoing conversations and the work of the SSMU Equity Commissioners during the 2016-2017 year.

MENTAL HEALTH POLICY

Valid: March 26, 2015 – March 26, 2020

Adopted: February 20, 2014

Amended: March 26, 2015

Whereas, the SSMU does not currently have a policy regarding Mental Health

Whereas, the SSMU was mandated to promote a mentally healthy community

Whereas, the SSMU was mandated to support students who are trying to bring awareness and reduce stigma and who are offering peer mental health support

Whereas, an ad-hoc committee of Council was convened in September 2013 which was dedicated to mental health issues has been working to make connections with relevant parties across both McGill and the SSMU so that these services can work more efficiently together

Whereas, this committee was mandated to draft a Mental Health policy before the end of the 2013-2014 academic year

Be it Resolved that, the SSMU adopt the SSMU Mental Health Policy

Be it Resolved that, the SSMU adopt the SSMU Mental Health Five Year Plan

Moved by:

Joey Shea, Vice-President (University Affairs)

David Benrimoh, Medicine Councillor

Brian Farnan, Vice-President (Internal)

MENTAL HEALTH POLICY

I. Executive Summary

The Student's Society of McGill University Mental Health Policy explicates the Society's approach to mental health. It contextualizes this approach via a comprehensive background and summation of the current mental health climate. Finally, it sets out three overarching goals of the Society in regard to mental health. This Policy is meant to be understood in conjunction with the SSMU Mental Health Five Year Plan.

II. The **SSMU**'s Vision for Mental Health on Campus

Towards a Comprehensive, Diverse Mental Health Network

This policy is meant to lay out a long term vision for the improvement of mental health for all undergraduate members of the Student Society of McGill University (SSMU), and accomplishes this by outlining both the SSMU philosophy for mental health and a concrete plan for change. The SSMU also recognizes the importance of working with the PGSS, the MCSS and the MACES to improve mental health for all students. Mental health is arguably the most pressing issue facing students at university. This policy is a living document that will serve as the foundation for a new mental health network and for a new culture of community, wellness, awareness, and acceptance of mental health diversity at McGill. This policy's mandate will last for a minimum of five years, and should be updated and renewed before the mandate expires.

Our founding principles are that all students have a right to live and study in an atmosphere that promotes and facilitates wellness and mental and physical health. The SSMU also believes that all students have a right to a diversity of accessible and equitable mental health services and support options. Furthermore, the SSMU believes that these services should be provided to them with respect for their rights, beliefs, identities, dignity and autonomy. Our vision is to gather together student groups, community members, stakeholders within the University, and individual students to create a cohesive network whose aim is to provide these services and work towards this cultural change. The network will be organized by a Mental Health Committee, comprised of representatives from student mental health groups on campus, which will fall under the portfolio of the SSMU VP University Affairs.

It is important to understand that this document is intended not only to help students facing mental health issues. It also emphasizes overall wellness and the right of students to have a positive experience, not one simply free of negative mental health challenges. We also wish to highlight the innate resiliency of individuals and communities, and to affirm our belief in the importance of building a strong sense of solidarity amongst students. We also wish to highlight the fact that each individual experiences mental

health, wellness, and mental health challenges differently, and that all mental health and wellness initiatives must respect this diversity of experiences and choices.

This policy and the network it envisions aim to achieve three interdependent mental health goals: resources, awareness, and advocacy and solidarity. These three goals, which will exist in the context of a commitment to equity and accessibility for all, will serve as the guiding principles for the application and evolution of this policy.

The ultimate aim of this policy is to make concrete improvements to the state of mental health on campus. The three goals clearly lay out a framework for a new approach to mental health, an approach aimed at providing everything from education and awareness about mental health issues to treatment and group support. Education and prevention campaigns will help students to access care as well as provide resources aimed at teaching students to avert potential negative changes to their mental health; this will reduce the stress on existing resources, therefore reducing wait times and improving access. A focus on resources will build capacity for multiple levels and kinds of support. Research and advocacy will empower students to guide the evolution of this network and push for a more cohesive mental health community on campus.

The mental health network, as envisioned by this policy, will be composed of students, the university, and community groups who are sharing information and coordinating their activities so that all mental health needs are covered. A student group, the Mental Health Committee, which will exist within the SSMU, shall administer a website and, eventually, a physical space, in order to provide hubs through which students can access mental health information and services. A fee, collected by the SSMU and administered by the Mental Health Committee, shall be used to fund student-led mental health initiatives and research. The SSMU will itself take on an active role in advocating for change on campus that will lead to improved mental health. Two SSMU Mental Health Coordinator positions will ensure institutional memory and keep projects moving forward.

Our belief is that, together, we can not only change the way care is delivered on campus, but also take responsibility for mental health and become a more supportive, accepting, responsive, and ultimately, happier and healthier community.

III. Background

1. The Current Mental Health Climate

- Young adults are increasingly experiencing mental stress in order to compete and succeed in a complex and rapidly changing world.

- University students, in particular, face a unique set of challenges as they try to acquire both academic and life skills while adjusting to major life changes surrounding their relationships, education, and finances.
- With over 75% of all mental disorders first appearing between early adolescence and young adulthood (Kessler et al., 2005; Andrews & Wilding, 2004), it is important to be aware of and address the mental health needs during the critical years spent in college or university.
- The accessibility challenges and pervasive stigma surrounding mental illness dissuade many who need help from seeking care and solidarity with peers. Only an estimated 20% of youth with mental health challenges receive help (Mental Health Commission of Canada, 2013).
- Serious impairments in young adult mental health and well-being may lead to loss of productivity at school or work, hospitalization, homelessness, violence, and legal problems.
- Steps to understand and address this issue are imperative to inform health promotion and prevention efforts to target the issues faced by students, and help improve overall mental health and stability for their learning, engagement, and satisfaction.

2. Canadian Universities and Colleges

- Addressing student psychological well-being has gained more attention recently and has become an important priority for many campuses across Canada (Canadian Association of College and University Student Services and the Canadian Mental Health Association, 2013).
- University campuses have seen not only a steady rise of students seeking access to campus mental health resources, but also an increased complexity and severity of symptoms experienced by students (Kitzrow, 2009).
- A recent study conducted by the Canadian Organization of University and College Health published the largest amount of data, collected from 34,039 Canadian university and college students in the Spring of 2013. This National College Health Assessment (NCHA) found that almost 90% of students said that they felt overwhelmed by all they had to do in the past year, 57 percent felt overwhelming anxiety, while more than 50 percent said they felt hopeless, and 63 percent said they felt very lonely. The report also found that 38 percent felt so depressed that it was difficult to function and 9.5 percent of students seriously considered taking their own lives in the past year while 1.3 percent said they had attempted suicide (American College Health Association, 2013).
- Queen's University's Commission on Mental Health (2012) examined their students' mental health needs and developed a four-level pyramid strategy with the following goals: promoting a healthy

community, transition and resilience, encouraging help-seeking and helping behavior, and effective response, service, care. In order to foster a mentally healthy community, the Commission made recommendations including, but not limited to: more balanced exam schedules; a role for professors, staff, teacher assistants, and student leaders in acknowledging the normality of stress; more education to raise awareness about mental health, for instance, through inclusion of information about resources in course syllabi; and the development of programs in recognition of the need to foster resilience, or the ability to manage adversity.

3. McGill University

- During the 2012-2013 academic year, there were 3133 cases followed in McGill Mental Health Services, of which 1350 cases were new; this represents a 25% increase from the prior year (McGill Student Services Briefing Book, 2013).
- In the Winter 2012 academic term, 2500 McGill students (1800 undergraduate and 700 graduate students) were invited to complete an anonymous online survey administered to assess and better understand the mental well-being of McGill students (Student Psychological Wellbeing at McGill University: A report of findings from the Counselling and Mental Health Benchmark Study, 2013). Findings were as follows:
 - 19% (n = 463) responded.
 - Between 5% and 9% of McGill respondents reported receiving mental health support services on campus compared to 3% to 5% off campus.
 - 6% of respondents reported taking a prescribed medication for a mental health concern.
 - Approximately 10% of McGill respondents indicated that they seriously considered attempting suicide while at University.
 - Overall, 18% of the participants from McGill reported having seriously considered attempting suicide in their lifetime and 4% had made a suicide attempt.
 - The proportion of McGill respondents having experienced harassing, controlling and/or abusive behaviour from another person while at University ranged from 5% to 16% with rates significantly higher for females (14%) and graduate students (16%).
 - The proportion of respondents having experienced a traumatic event that caused them to feel intense fear, helplessness, or horror while at University spanned 10% to 18%. International students reported the highest incidence at 18%.

4. Filling the Gap at McGill

The results mentioned above paint a picture of rising and increasingly complex mental health needs that cannot be accommodated by currently available services. In addition, there has been little coordination between student-led, university, and community initiatives and services, and many students who could benefit from these services are unaware of their existence or how to access them.

In sum, wait times are long, services are not well advertised, and stigma regarding mental health issues still exists. As a result, many students do not access services until they are in crisis and many feel guilty about using these services. This not only negatively impacts the lives of individual students, but places great strain on the mental health system, as students in crisis require significantly more resources to treat.

Thus, there exists a gap in mental health services here at McGill: students do not have access to, or are not aware of, services that can help them deal with mental health issues early on. This delay in access leads to a greater strain on McGill Mental Health Services. Because it cannot expand its workforce due to budgetary and governmental restrictions, McGill Mental Health Services cannot simply grow in order to accommodate more students. This has caused the current situation where many students cannot access the care they need.

As such, a strategy of supporting a network of diverse services will go a long way towards filling this gap. Each service will fill one or several particular mental health needs -- including, but not limited to, prevention, promotion of healthy living, peer support and/or group therapy. The strategy must also ensure that students are provided with easy ways to understand and navigate this mental health network.

IV. Three Goals

The following are three fundamental goals that will guide the SSMU's engagement with the mental health discourse, and will serve as a directive framework for action henceforth.

Goal 1: Resources

SSMU will work with a broad array of campus-based (both student-led and university run) and off-campus resources in order to ensure coordination and a steady rate of progress on mental health issues. To achieve the goal of improving and increasing resources available to students, the SSMU will focus on:

- Improvement of resources: improving the quantity (increasing the capacity of existing resources, and supporting new initiatives) and quality (student experience, efficiency) of resources

- Access to resources: streamlining processes (e.g. simplifying registration for services), increasing access points to services (e.g. having resources for referral), advertising all resource options, and ensuring that each service maintains a commitment to equity and accessibility for minority, disadvantaged and vulnerable populations
- Cohesion/collaboration between resources: fostering mutually beneficial partnerships and communication between resources, minimizing overlap between the services provided by resources (except when warranted by demand)
- Evaluation of resources: feedback-based assessments of resources, and other initiatives outlined in this report

Goal 2: Awareness

The SSMU recognizes that, for campus mental health to improve, student awareness should be targeted in two ways:

- Improving education: reducing stigma and building understanding within the student population, and between that population and mental health professionals, professors, administrators and advocates.
- Improving student practices: giving students resources for achieving holistic well-being and focusing on prevention, self-care and peer support.

Goal 3: Advocacy and Solidarity

SSMU promotes a progression from awareness to a sense of ownership of personal and community mental health. Advocacy and solidarity is aimed at supporting this transition while empowering students to make change on campus that will lead to improved mental health. This goal will be pursued in the following ways:

- Advocacy: aims to both help individual students and strive for systemic change. This will:
 - promote student empowerment
 - mobilize support for sustainable and innovative student initiatives
 - help to change university or service regulations that can diminish mental health
 - help individual students experiencing difficulties, abuse, discrimination or oppression while accessing care to resolve these issues and seek appropriate recourse when desired
- Solidarity: aims to encourage shared efforts by students to improve mental health by:
 - sharing experiences among the student population, specifically those who have faced or are facing their own mental health issues

- committing to practices that support mental health as a collective responsibility and benefit
- fostering a sense of mutual cooperation and community building to achieve positive change and development
- supporting group and peer support initiatives
- Research: to focus on understanding mental health, providing information to mental health advocates, and finding ways to improve mental health or services in the McGill context.

VII. References

Other potentially useful sources

National Institute of Mental Health <http://www.nimh.nih.gov/index.shtml>

- Some US stats revised in 2012 for depression among college students
<http://www.nimh.nih.gov/health/publications/depression-and-college-students/depression-and-college-students.pdf>
- Canadian Mental Health Association <http://www.cmha.ca/>
- Quebec division 514-849-3291
- Mental Health Commission of Canada <http://www.mentalhealthcommission.ca/>

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UQAM university services <http://vie-etudiante.uqam.ca/conseils-soutien/nouvelles-ressources.html>
o Centre d'écoute > Ressources > Santé mentale http://www.ecoute.uqam.ca/sante_ment.htm

- A bit like Healthy McGill + phone line/in person support

o Health Challenges <http://www.8defis.uqam.ca>

- Health promotion program that targets several aspects including mental balance
- For students, professors, staff
- Free

- o Service de soutien psychologique 514 987-3185
 - Basically, access to a psychologist through Student Services
 - 3 appointments
- o Centre de services psychologiques de l'UQAM 514 987-0253
 - Psychotherapy
 - 12-15 appointments offered by students doing their PhD placements
- o Good list of frequent difficulties experienced by students with various resources (questionnaires, docs, pamphlets, external resources with contact info...) <http://vie-etudiante.uqam.ca/conseils-soutien/psycho/difficultes.html>
- o A "first-aid kit" prepared for Fall 2013 which includes some tips about stress: http://vie-etudiante.uqam.ca/medias/fichiers/conseils-soutien/trousseaide_automne2013.pdf
- o Student-run initiatives
 - o Comité de soutien aux parents étudiants, 514-987-3000, poste 5669
 - To help with study-family balance

Concordia

- o Mental Health Services <http://www.concordia.ca/students/health.html>
 - o Access to nurse, GP, psychologist, psychiatrist
- o Resources & workshops <http://www.concordia.ca/students/health/topics.html>
 - o Including practical guides, e.g. for stress management

UdeM

- Centre de santé et de consultation psychologique <http://www.cscp.umontreal.ca/>
For students only
 - o Psychology assessment: 20-80\$ depending on student category
<http://www.cscp.umontreal.ca/ConsultationPsychologique/frais.htm>
 - o Health promo workshops & activities, support groups, group psychotherapy
 - o All kinds of resources
<http://www.cscp.umontreal.ca/ConsultationPsychologique/publications.htm>
- *see <http://www.unleashthenoise.com/2013-summit-findings> and scroll down to "The Objective"; you'll see that Awareness roughly corresponds to UTN's "awareness/understanding" and Advocacy/Solidarity corresponds to UTN's "leadership/ownership."

References: <http://knowledgebase.mcgill.ca/media/pdf/Email-Calendar/Listserv-Policy-2011.pdf>

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MENTAL HEALTH FIVE YEAR PLAN

I. Five Year Plan

The following is the SSMU plan for Mental Health for the next five years:

A. Mental Health Fee Levy

Timeline: Ongoing; beginning in Fall 2015

A Mental Health Fee Levy shall be presented in a SSMU referendum ballot if it is identified as a need by the Mental Health Committee to sustain and expand student-led mental health initiatives. The Mental Health Committee shall solicit feedback from student-led mental health groups on this subject via an email feedback form at least once per semester.

B. SSMU Mental Health Website

Timeline: to be operational by the end of the 2014-2015 academic year

The website will serve as a centralized platform where McGill students can easily find mental health-related information and both on and off-campus resources.

Goals:

- To enable students to easily find mental health-related services on and off campus as well as educational materials online
- To enable students to offer feedback on mental health services in an anonymous and secure fashion
- To enable students to complete a standardized survey of Health Services, Mental Health Services, Counselling Services, the Office for Students with Disabilities (ODS), and Eating Disorder Program
- To enable students greater accessibility to other students' opinions of mental health-related services on campus
- To enable students to stay informed of upcoming events with the implementation of an e-Calendar

- To provide easy-to-use information regarding mental health and prevention
- To adopt a network format, in which clicking on a link to one service will lead to a display of that services and related/supporting services
- To be developed in collaboration with Student Services

The website shall be collaboratively maintained by the Mental Health Committee and McGill Mental Health Services.

C. Hiring SSMU Mental Health Coordinators

Timeline: By the end of 2013-2014 academic year

The Mental Health Coordinators will be the people responsible for the administration of the SSMU Mental Health Committee, the maintenance of institutional memory via the creation of exit reports, and for ensuring that the provisions of this policy are pursued and implemented in a timely manner.

D. Formation of the SSMU Mental Health Committee

Timeline: To commence operations in the 2014-2015 academic year as an official committee of the Legislative Council

About the Committee:

- The Committee will exist under the portfolio of the SSMU VP University Affairs (UA)
- The SSMU Mental Health Coordinators will be responsible for the administration of the Committee and shall chair its meetings
- The Committee shall meet at least once a month, and shall report to the Legislative Council at least once a year
- The Committee will be formed of representatives from all relevant and willing student Mental Health initiatives. Initial and future membership will be determined by the Vice-President (University Affairs) and approved by the Legislative Council
- The Committee's membership will include:
 - Two (2) SSMU Mental Health Coordinators (co-Chairs)
 - The SSMU Vice-President (University Affairs)
 - Two (2) Councillors
 - One (1) representative from each relevant student-run mental health initiative, as determined by the Vice-President (University Affairs) and approved by Council
 - Two (2) members-at-large recruited from the student body
 - One (1) representative from PGSS (non-voting)

- Observers from university or community mental health services, as invited by the Committee(non-voting)

Objectives of the Committee:

- Cohesion: connect and facilitate cooperation between groups
 - Prevent resource splitting
 - Encourage collaboration
 - Increase inter-group awareness of activities and projects
 - Increase referral of students between groups
 - Facilitate student feedback on professional and peer-run mental health services
 - Support advocacy for students who have had negative experiences with available mental health resources
- Planning & Assessment:
 - Update and maintain website
 - Event planning
 - Evaluate successes and setbacks on projects and policy goals
 - Prepare summaries of data collected on student mental health
 - Increase, amongst services and within the general student population, awareness of social, cultural, political and economic factors affecting student mental health
 - Allocate funds (from the planned SSMU Mental Health fee levy) and further resources, and determine their use
 - Revise the SSMU Mental Health Policy
 - Prepare a complete exit report by the end of each academic year
- Carry out the provisions of this policy, and seek to attain the goals described within it
- Coherently address broader issues affecting student mental health
- Ensure institutional memory

E. Mental Health Listserv

Timeline: by the start of the 2014-2015 academic year

The purpose of the listserv is to communicate to students information about mental health, mental health services, and healthy living. It is to be sent out by the Coordinator as needed, but at least once a month. This listserv is to be managed and written by the Committee and shall be sent out by the Mental Health Coordinators.

F. Events

Timeline: Ongoing; the first annual Mental Health Awareness Week should be held in October 2014.

Mental Health Awareness Week: The SSMU aims to establish a university-wide mental health awareness week to build awareness and engage students in activities that will encourage them to take ownership of their individual mental health, while shifting the general student population's perception of mental health from one of awareness to one of understanding. Furthermore, we aim to maintain a high frequency of events throughout the semester. This will be achieved by creating and maintaining a Mental Health e-Calendar that will be sustained by the Committee and the Coordinator and will be accessible to all students via the SSMU Mental Health website.

Goals:

- To establish a university-wide mental health awareness week on campus in the Fall semester in coordination with Residence Life's Mental Health workshop series
- To hold events reinforcing positive mental health before exam seasons
- To enable students to view the title, description, location, length and purpose of various events via the e-Calendar (see Website)
- To enable student clubs and/or student leaders to advertise upcoming events they are organizing on the e-Calendar if judged as relevant or appropriate

G. Space and Support for Mental Health Groups

Timeline: by the end of 2015-2016 academic year

Groups represented on the Mental Health Committee will be able to access room bookings through the VP University Affairs. Additionally, permanent space in the SSMU building dedicated to mental health on campus will be created and managed by the Mental Health Committee. The space will serve as a central location for students with mental health inquiries.

Goals:

- To improve accessibility to booking rooms in the SSMU building for mental-health related events and groups by having a dedicated space for these purposes
- To acquire space dedicated to mental health in the SSMU building, to be managed by the Mental Health Coordinators and the Mental Health Committee
- To offer a student-run mental health space to offer resources and information to students, and providing referrals to appropriate services on campus
- To help bring students in crisis to Mental Health Services; for this goal, it will be necessary to ensure that the space is staffed with students with mental health first aid training

- To offer a safer space on campus for the discussion of mental health issues
- To serve as a space for group therapy or peer support sessions

H. Research and Transparency

Timeline: Ongoing; first survey results to be published by the end of the 2014-2015 academic year

To ensure that SSMU effectively addresses the mental health needs of students, SSMU intends to collect information on student mental health. These methods of collection fall under three main categories:

- 1) online feedback forms
- 2) access to pre-existing data, and
- 3) surveys.

The creation of the website outlined in this policy will include a mechanism for students to offer feedback to SSMU on a variety of topics pertaining to student mental health. Once implemented, we expect this system to be a cost- and time- effective way to monitor McGill student mental health by enabling students to give immediate feedback in an anonymous manner.

The ability to give feedback anonymously will allow the examination of coercion and marginalization within mental health and criticism of services related to mental health. This type of information may be inaccessible or unappealing to other groups who collect data on student mental health.

This feedback mechanism should provide students with the option to fill out a general survey-style form or provide specific feedback in their own text. The data collected from the survey should be made available on the website and updated annually so that students are objectively aware of challenges facing student mental health at McGill.

SSMU will actively request data from groups and services that it collaborates with when addressing student mental health (for example, the McGill Mental Health Service). Access to pre-existing information may provide key insights into the state of student mental health without overburdening the SSMU research budget. Data will be posted to the website if given permission, or kept confidential, as dictated by the services and groups that are willing to share this information with SSMU. It will be necessary to reach agreements with Mental Health Services, Counselling Services, and the OSD regarding the creation of a standardized feedback form by the end of academic year 2013-2014.

Data collected through the website and through other services may be supplemented in the form of surveys or other SSMU-funded research initiatives as needed. For example, surveys may be used to both educate the student population and gather feedback in response to specific events or topics that may heavily affect student mental health and wellbeing. This type of information may inform how SSMU chooses to respond to controversial topics that relate to student mental health.

I. Collaboration with Student Services

Timeline: Ongoing

To efficiently achieve the goals of this policy, SSMU will attempt to collaborate with the many student services available at McGill. It is proposed that a collaborative effort will allow for a streamlined promotion of services most suited to individual student needs and interests, a prevention of resource splitting, and a developed rapport between SSMU and pre-existing services that facilitate wellness. In addition, SSMU intends to collect information from students about their experiences of accessing McGill Student Services to identify key areas in which SSMU may be ideally suited to provide advocacy or complementary services.

II. Benchmarks:

Benchmarks are necessary to evaluate the impact of this policy on mental health and include:

- o The development, implementation, and maintenance of a centralized website and listserv
- o The hiring of two (2) Mental Health Coordinators
- o The formation of the SSMU Mental Health Committee
- o The introduction of the SSMU Mental Health fee levy
- o The establishment of a university-wide Mental Health Awareness Week
- o The submission of a report on the progress of this Policy's implementation to the Legislative Council

POLICY ON ACCESSIBLE EDUCATION

Valid: March 20, 2015 – March 20, 2020

Whereas, the Couillard government has imposed austerity measures and cuts of approximately \$205 million dollars to University funding;

Whereas, this translates to around more than \$20 million dollars in cuts to McGill University alone;

Whereas, the Quebec government increased French student tuition this year by around 180% (from \$2300 to \$6600);

Whereas, in 2008 McGill University successfully lobbied the Québec government for a deregulation of tuition fees for six programs (Applied Science, Mathematics, Engineering, Computer Sciences, Management, and Law);

Whereas, the Politique québécoise de financement des universités released this year and similarly calls for deregulation of out-of-province and international tuition in all programs and at all levels;

Whereas, the Students' Society of McGill University (SSMU) has previously had a Policy Regarding Accessible Education (2007) and a Motion Regarding Renewing Support for Accessible Education (2012);

Resolved, that the SSMU adopt the following policy regarding accessibility to postsecondary education to expire on March 26, 2020:

- a) Support for high-quality, universally accessible post-secondary education as a human right;
- b) Opposition to any mechanism or legislation that would permit a non-consensual increase in student fees for any student, whether Quebecker, Canadian, or international;
- c) Call for a public re-investment in post-secondary education from all levels of government;
- d) Call for the elimination of all financial barriers to a high-quality post-secondary education, and advocate for a progressive reduction of tuition fees for all students, including the eventual replacement of any and all ancillary and tuition fees with alternative methods of funding post-secondary education; and
- e) Work with elements of the Quebec and Canadian student movements that share these goals.

Moved by:

Amina Moustaqim-Barrette, VP External Affairs; Kareem Ibrahim, Senate Caucus Rep

Nancy Zhang, Music Rep; Patrick Dunbar-Lavoie, Arts Rep

POLICY ON CONSENT EDUCATION AND SEXUAL ASSAULT AND SEXUAL VIOLENCE-RELATED POLICY ADVOCACY

Valid: April 9, 2015 – April 9, 2020

Whereas, incidents related to sexual assault and sexual violence are an ongoing phenomenon not just at McGill, but at campuses across the country,

Whereas, cultural change regarding consent and sexual violence requires longstanding commitment through advocating for and building institutional change, and maintaining regular campaigns,

Whereas, student leaders across the McGill community are in key positions to promote and uphold the creation of a culture of consent,

Whereas, advocacy to develop, pass, and implement a McGill Sexual Assault Policy is ongoing and will require continuous student leadership and participation in designing the Policy and accompany procedural processes,

Whereas, the McGill Policy on Harassment, Sexual Harassment and Discrimination⁶ does not meet the highest possible standard for accessibility, assuring confidentiality to complainants, and training of assessors,

Whereas, the SSMU has a long-standing history of leadership on issues of Equity and social justice,

Whereas, Leadership, the third pillar of SSMU's commitment to its membership, as outlined in the SSMU constitution states that:

VII. The Students' Society commits to demonstrating leadership in matters of human rights, social justice and environmental protection. The Society shall be mindful of the direct and indirect effects corporations, businesses and organizations have on their social, political, economic, and environmental surroundings.

⁶ <http://www.mcgill.ca/harass/harassment-sexual-harassment-and-discrimination-prohibited-law>

VIII. The Students' Society commits itself to groups, programs and activities that are devoted to the well-being of a group disadvantaged because of irrelevant personal characteristics that include but are not limited to race, national or ethnic origin, colour, religion, sex, gender identification, age, mental or physical disability, sexual orientation or social class;

Whereas, the SSMU Equity Policy states that

6.5. The SSMU will actively support projects and policies that aim to end discrimination or to promote accessibility and inclusiveness in the McGill community.

Be it resolved, that the SSMU support initiatives and campaigns that seek to promote the creation of a culture of consent on campus, including through organizational collaboration and promotion.

Be it resolved, that the SSMU continue its leadership in advocating for, developing, and implementing the McGill Sexual Assault Policy in collaboration with student groups including the Sexual Assault Centre of the McGill Students' Society (SACOMSS).

Be it resolved, that the SSMU collaborate with other campus unions in advocating for reforms to the McGill Policy on Harassment, Sexual Harassment and Discrimination to improve accessibility, confidentiality, and training of assessors.

Moved by:

Claire Stewart-Kanigan Vice-President (University Affairs)

Courtney Ayukawa, President

Kareem Ibrahim, Senate Caucus Rep

Lola Baraldi, Arts Rep

POLICY FOR A CAMPUS FREE FROM HARMFUL MILITARY TECHNOLOGY

Valid: April 9, 2015 – April 9, 2016

A roll call vote was requested for clauses 1-3 and the results are included in the Legislative Council Resolution Book.

Whereas, the SSMU Constitution commits the SSMU “to demonstrating leadership in matters of human rights, [and] social justice”;¹

Whereas, the development of harmful military technology, including drones and thermobaric explosives, occurs on McGill campus (see Appendix 1);

Whereas, McGill students have historically taken action against the development of harmful military technology on campus, including adopting a SSMU Policy on Transparency in Military Research² (2008-2013); adopting a motion to “oppose all ties between McGill University and any military efforts, including investments in military contractors and weapons manufacturers, weapons research, and research for government agencies that contributes to military action”³ (2012-2013), and effecting the creation of a clause in 1988 in the Regulation on the Conduct of Research requiring military agency-funded research to indicate “whether [the] research has direct harmful consequences”⁴ before undergoing review for approval;

Whereas, the aforementioned clause was removed from the Regulation in 2009 during its previous triennial review, leaving no mention of research applications in the Regulation aside from an unelaborated note on “social responsibility”⁵ in the preamble;

1 <http://ssmu.mcgill.ca/wp-content/uploads/2008/10/SSMU-Constitution-English-2013-11-15.pdf>

2 <http://ssmu.mcgill.ca/wp-content/uploads/2012/08/SSMU-Policy-Book.pdf>

3 <http://ssmu.mcgill.ca/wp-content/uploads/2009/10/GA-Motion-Opposition-to-Canadian-Military-Involvement-in-Iran-2012-10-15.pdf>

4 http://www.mcgilldaily.com/2010/03/speaking_out_against_military_research_since_the_80s/

5 <https://www.mcgill.ca/files/secretariat/Conduct-of-Research-Regulation-on.pdf>

6 <http://www.theglobeandmail.com/news/national/mcgill-asks-for-permission-to-ignore-access-to-information-requests/article7775571/> ; <http://blogs.canoe.ca/davidakin/journalism/mcgill-university-seeks-to-ban-its-own-student-journos-from-filing-ati-requests-on-it/> ; <http://demilitarizemcgill.com/access-information/released-documents/>

Whereas, McGill has remained non-transparent⁶ about the extent and nature of military-funded research on campus, including taking McGill students to court regarding Access to Information requests seeking disclosure of these funding relationships;

Be it resolved, that the SSMU renew its stance of opposition to the on campus development of military technology intended to inflict harm on people. (15Y: 6N: 5A)

Be it resolved, that the SSMU support campaigns opposing the development of harmful military technology on campus through the office of the Vice-President (External Affairs).

Be it resolved, that the SSMU support student research opportunities that do not contribute to the development of harmful military technology through the office of the Vice-President (University Affairs).

Be it resolved, that the SSMU lobby the University to adopt higher standards of transparency with regard to the sponsors and intended applications of research contracts.

Be it resolved, that the Vice-President (University Affairs) advocate for the delineation of “social responsibility” and the criteria to be used to weigh the “potential benefits against the possibility of harmful applications” to evaluate the permissibility of research contracts.

Be it resolved, that this policy be valid for five years and expire on April 9th, 2020.

Moved By:

Claire Stewart-Kanigan, Vice-President (University Affairs)

Amina Moustaqim-Barrette, Vice-President (External Affairs)

Patrick Dunbar-Lavoie, Arts Representative

APPENDIX 1

These projects include, but are not limited to:

The McGill Aerospace Mechatronics Lab currently holds contracts with the Department of National Defence for purposes of developing “unmanned ground, air, and marine vehicles ... and [building] 3D world representation models of the urban battle space to improve soldier situational awareness”⁷ (\$380,000 contract⁸), and an unmanned ground vehicle (UGV) to “[support] military missions in complex operating environments”⁹ (\$245,000 contract¹⁰).

Members of **McGill’s** Department of Electrical and Computer Engineering worked on missile guidance systems technology from 1999 to at least 2010 in collaboration with Lockheed Martin—a multi-billion dollar guided missile system and military technology manufacturer—Technicon military researchers in Israel, and Defence Research and Development Canada (\$230,600 funding from DRDC¹¹).

The Shockwave Physics Group (SWPG) conducts research in collaboration with the Canadian and US military at McGill with McGill professors on thermobaric explosives. The SWPG also conducts research on air-breathing propulsion funded by Defence Research and Development Canada.¹² Projects titles include “Measurement of the Limit of Shock Precompression and Induction Delay Time of Liquid Explosives”¹³ (2001) for DRDC, “Near-Field Impulse Effects from Detonation of Heterogeneous Explosives”¹⁴ (2001), and “Interaction of a blast wave with a metalized explosive fireball”¹⁵ (2010).

See <http://demilitarizemcgill.com/military-research/> for further information.

⁷[https://www.scribd.com/fullscreen/239795292?access_key=key-](https://www.scribd.com/fullscreen/239795292?access_key=key-WHO1liHNHSxCsJRu1I2O&allow_share=true&escape=false&show_recommendations=false&view_mode=scroll)

WHO1liHNHSxCsJRu1I2O&allow_share=true&escape=false&show_recommendations=false&view_mode=scroll p.15

⁸<http://demilitarizemcgill.com/military-research/aerospace-mechatronics-lab/>

⁹<https://www.scribd.com/doc/239795238/McGill-DRDC-Degree-of-Freedom-Robot> p.3

¹⁰<http://demilitarizemcgill.com/military-research/aerospace-mechatronics-lab/>

¹¹<http://publications.gc.ca/collections/Collection/D1-14-2000E.pdf>

¹²<http://demilitarizemcgill.com/wp-content/uploads/2013/03/HigginsGoroshin-Powdered-MetalHypersonic-Ramjets-2001.pdf> ; <http://people.mcgill.ca/files/andrew.higgins/cv.andrew.higgins.pdf>

¹³<http://people.mcgill.ca/files/andrew.higgins/cv.andrew.higgins.pdf>

¹⁴<http://www.mcgill.ca/mecheng/fr/node/140>

¹⁵<http://www.mcgill.ca/mecheng/fr/node/1164>

CLIMATE CHANGE POLICY

Valid: October 15, 2015 – October 15, 2020

Whereas, the SSMU is an organization with a long history of leadership on environmental stewardship and social justice. As stated in Preamble of the SSMU Constitution:

VII. The Students' Society commits to demonstrating leadership in matters of human rights, social justice and environmental protection. The Society shall be mindful of the direct and indirect effects corporations, businesses and organizations have on their social, political, economic, and environmental surroundings.

VIII. The Students' Society commits itself to groups, programs and activities that are devoted to the well-being of a group disadvantaged because of irrelevant personal characteristics that include but are not limited to race, national or ethnic origin, colour, religion, sex, gender identification, age, mental or physical disability, sexual orientation or social class

Whereas, there is undeniable scientific evidence that climate change is urgent, and recent estimates call for keeping at least 80% of our existing fossil fuel reserves in the ground in order to stay below the internationally agreed upon safe limit of a 2 degree Celsius increase in temperature⁷;

Whereas, the SSMU has made concrete steps towards addressing climate change through our work on fossil fuel divestment and climate policy advocacy;

Whereas, the SSMU has made concrete steps towards addressing climate change, which have been guided by the Sustainability Policy, the Equity Policy, and ad-hoc, short-term motions such as the Motion Regarding a Greener McGill, Motion Regarding Support for Indigenous Peoples and Allies, and the Motion Regarding Climate Justice at McGill⁸;

Whereas, the Sustainability Policy and the Equity Policy both lack depth in the areas of climate change and climate justice;

Whereas, the VP External Affairs is mandated to bring a Climate Change Policy following the Motional Regarding Action on Climate Change passed at the General Assembly in October 2014;

⁷ Meinshausen, Malte, Nicolai Meinshausen, William Hare, Sarah CB Raper, Katja Frieler, Reto Knutti, David J. Frame, and Myles R. Allen. "Greenhouse-gas emission targets for limiting global warming to 2 C." *Nature* 458, no. 7242 (2009): 1158-1162.

⁸ <http://ssmu.mcgill.ca/wp-content/uploads/2012/08/SSMU-Policy-Book.pdf>

Be it resolved, that the following Climate Change Policy be adopted and remain in effect until October 15, 2020.

Moved by,
Emily Boytinck, Vice-President (External)
Kareem Ibrahim, President
Adam Templer, Arts Representative
Sean Taylor, Science Representative
Erin Sobat, Senate Caucus Representative
Chelsea Kingzett, Environment Representative
Eric Wiebe, Athletics Representative

1. Scope

This policy shall apply to Directors, Councilors, Executive Officers, Senators, committee members, staff (employees), and all others involved in Society decision-making processes for the duration of their formal involvement with the Society. It shall be used as a guide for decision-making and a plan for taking action on climate change. This policy does not necessarily represent the views adopted by any faculty association, departmental association, or SSMU affiliated club, service, or independent student group.

2. Definitions

2.1 Global North The Global North refers to the 57 countries with high human development that have a Human Development Index above .8 as reported in the United Nations [Development Programme Report 2005](#). Most, but not all, of these countries are located in the Northern Hemisphere⁹.

2.2 Global South The Global South refers to the countries of the rest of the world, most of which are located in the Southern Hemisphere. It includes both countries with medium human development (88 countries with an HDI less than .8 and greater than .5) and low human development (32 countries with an HDI of less than .5)¹⁰.

2.3 Oil Sands Oil sand is a naturally occurring mixture of sand, clay or other minerals, water and bitumen, which is a heavy and extremely viscous oil that must be treated before it can be used by refineries to produce usable fuels such as gasoline and diesel¹¹.

⁹ Damerow, Harold. "Global South." Global South. August 27, 2010. Accessed October 13, 2015

¹⁰ Ibid

¹¹ "What Is Oil Sands?" Alberta Energy.. Accessed October 13, 2015.

2.4 Plan Nord The Plan Nord is a strategy launched by the [government of Quebec](#) in May 2011 to develop the natural resources extraction sector in the part of [Quebec](#) north of the 49th parallel¹².

3. Context

3.1 Climate Change Over 97% of actively publishing climate scientists agree that the primary cause of climate change is anthropogenic in nature¹³. In particular, the burning of fossil fuels and the subsequent increase in atmospheric carbon dioxide concentrations is responsible for the majority of observed warming for the last fifty years¹⁴. According to the fifth report of the intergovernmental panel on climate change (IPCC), human caused climate change is likely responsible for the increase in frequency, duration, and intensity of droughts, heat waves, and tropical cyclones¹⁵. The World Health Organization suspects that over 150 000 additional deaths occur per year due to climate change, and that estimate is set to double by 2030¹⁶.

3.1.1 Sustainability and Climate Change The SSMU sustainability policy states that SSMU will strive to “actively promote practices that will lead to resilient ecosystems.” It further elaborates the SSMU’s commitment to reducing our contribution to fossil fuel extraction and greenhouse gas emissions¹⁷. Climate change affects the three major dimensions of sustainability: social, economic and environmental¹⁸. As a champion of sustainability, the SSMU has a responsibility to combat climate change.

3.1.2 Equity and Climate Change The SSMU equity policy commits to creating a functional anti-oppressive environment through the use of “proactive steps to challenge and acknowledge the current and historical processes” that further marginalize certain groups of people. Climate change

¹² “Plan Nord.” Plan Nord. Accessed October 13, 2015.

¹³ Damerow, Harold. “Global South.” Global South. August 27, 2010. Accessed October 13, 2015.

¹⁴ “What Is Oil Sands?” Alberta Energy. Accessed October 13, 2015.

¹⁵ “Plan Nord.” Plan Nord. Accessed October 13, 2015.

¹⁶ Cook, John, Dana Nuccitelli, Sarah A. Green, Mark Richardson, Bärbel Winkler, Rob Painting, Robert Way, Peter Jacobs, and Andrew Skuce. “Quantifying the consensus on anthropogenic global warming in the scientific literature.” *Environmental Research Letters* 8, no. 2 (2013): 024024.

¹⁷ Oreskes, Naomi. “The scientific consensus on climate change.” *Science* 306, no. 5702 (2004): 1686-1686.

¹⁸ Field, C.B., V.R. Barros, D.J. Dokken, K.J. Mach, M.D. Mastrandrea, T.E. Bilir, M. Chatterjee, K.L. Ebi, Y.O. Estrada, R.C. Genova, B. Girma, E.S. Kissel, A.N. Levy, S. MacCracken, P.R. Mastrandrea, and L.L. White (eds.). “Climate Change 2014: Impacts, Adaptation, and Vulnerability. Part A: Global and Sectoral Aspects. Contribution of Working Group II to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change.” Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA (2014)

disproportionately affects low-income people, people of colour and indigenous communities¹⁹. The relationship between climate change and equity is sometimes referred to as climate justice.

3.2 Climate Justice Across the world, the populations that have contributed the most to greenhouse gas emissions are the least likely to experience the worst impacts of climate change²⁰. The populations who will be hit the hardest, many of which are in the Global South, are also those who have historically faced oppression from colonialism and other power structures, further exacerbating existing inequalities. “Climate justice” has multiple definitions, but is generally understood to regard a struggle that aspires towards equality, human rights, collective results, and historical responsibility in relation to climate change.

3.3 Causes Climate change is undoubtedly caused by human activity, namely by greenhouse gas emissions, atmospheric aerosols, and land-use change²¹. Carbon emissions in particular can be attributed to both consumers and producers. In this policy, the SSMU will detail not only our commitment to reducing our consumptive impact, but also our dedication to challenging producers and the systems that allow them to function through the exploitation of natural resources.

3.3.1 Fossil Fuel Companies

By continuing large-scale exploration and extraction, lobbying governments, and influencing the media, fossil fuel companies worldwide currently act as a barrier to action on climate change.[12] For example, the fossil fuel industry directly prevented the installation of stricter climate change policies in Canada at least twice in 2013 alone.[13] [14]

4. Framework

4.1 Principles for Advocacy The SSMU will formally adopt a framework of climate justice, in accordance with our values²², based on anti-oppression. The SSMU will refer to the following framework when organizing around climate change:

- a. Anti-oppression

¹⁹ <http://www.who.int/heli/risks/climate/climatechange/en/>

²⁰ <http://ssmu.mcgill.ca/wp-content/uploads/2012/08/SSMU-Policy-Book.pdf>

²¹ Field, C.B., V.R. Barros, D.J. Dokken, K.J. Mach, M.D. Mastrandrea, T.E. Bilir, M. Chatterjee, K.L. Ebi, Y.O. Estrada, R.C. Genova, B. Girma, E.S. Kissel, A.N. Levy, S. MacCracken, P.R. Mastrandrea, and L.L. White (eds.). “Climate Change 2014: Impacts, Adaptation, and Vulnerability. Part A: Global and Sectoral Aspects. Contribution of Working Group II to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change.” Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA (2014)

²² <http://ssmu.mcgill.ca/wp-content/uploads/2012/08/SSMU-Policy-Book.pdf>

The SSMU will organize initiatives around the recognition that climate change, extraction, and environmental destruction disproportionately impact the most vulnerable groups in society. The SSMU will strive to ensure diverse voices are included in environmental initiatives, and provide resources on the linkages between oppression and climate change.

b. Solidarity

The SSMU will act in meaningful solidarity by maintaining relationships with directly affected communities, with a particular emphasis on indigenous peoples. The SSMU will follow the leadership that indigenous communities have shown in relation to extractive projects such as the oil sands or the Plan Nord.

4.2 Just Transition In light of the context and advocacy principles presented above, the SSMU will advocate for a timely transition away from fossil fuels with the goals of averting dangerous climate change and a striving for a more equitable society. The SSMU shall root its climate initiatives in the recognition that the historical and ongoing burden of emissions is overwhelmingly carried by Global North countries like Canada, and it is these jurisdictions that must take responsibility, while peoples of the Global South are entitled to resources and technology to make a transition to a low-carbon economy. The transition of the Global South towards a low-carbon economy should not be held to the same standards as the Global North, due to their constraints of development.

5. Operations

5.1 Business Partnerships The SSMU will, through purchasing and investment, support businesses that share our values and comply with provincial and federal environmental and labour laws.

5.1.1 Ethical Purchasing The SSMU will encourage the purchasing of products from companies that display a strong commitment to sustainability

5.1.2 Investment The SSMU will continue to avoid all investments in the fossil fuel industry and other sustainability screens outlined in the Five-Year Ethical Investment Plan²³.

5.2 Carbon Footprint While recognizing and prioritizing the need for systemic action, the SSMU will strive to reduce our carbon footprint as reasonably possible and encourage the membership to do the same.

5.2.1 Transportation The SSMU will promote opportunities for collective transportation to meetings and assemblies and encourage the usage of train transport whenever possible.

5.2.2 Waste and Energy Reduction The SSMU will strive to minimize overall material consumption of the organization by investing in reusable supplies and to encourage waste diversion through compost and recycling. The SSMU will also periodically conduct research into potential energy reductions in the University Centre and present the findings of this research to the Legislative Council.

²³ <http://ssmu.mcgill.ca/wp-content/uploads/2012/08/SSMU-Policy-Book.pdf>

6. Education

6.1 Research The SSMU will lobby the University for increased research funding and internship opportunities in fields such as renewable energy that contribute to a just transition to a zero carbon future. The SSMU will also support student run research opportunities that assist lobbying efforts as outlined in section 7.0.

6.2 Showcasing Solutions The SSMU will host or partner with events which aim to showcase the viability of alternative energy and job opportunities within the renewable energy sector.

6.3 Support for Applied Student Research The SSMU will seek to partner with on campus organizations that support applied student research in climate change initiatives such as the McGill Office of Sustainability.

6.4 Capacity Building In line with the framework laid out in section 2, SSMU shall strive to foster a better awareness and capacity to act within the McGill community on the realities of climate change, the need for urgent action, and its intersections with struggles against racism, austerity, inequality, capitalism, sexism and other social justice movements.

7. Advocacy and Mobilization

7.1 Advocacy The SSMU will advocate for keeping 80% of fossil fuel reserves in the ground. The SSMU will actively oppose fossil fuel extraction or distribution projects that are being conducted without the free, prior, and informed consent of the indigenous communities whose lands they affect.

7.1.2 Lobbying Efforts The SSMU will advocate for solutions to climate change in communities and at all governmental levels, for example community renewable energy projects; fair, ambitious, and binding carbon pricing systems; and initiatives contributing to more sustainable food systems. This may be done independently or in conjunction with a provincial student federation.

7.2 Mobilization SSMU shall support a diversity of tactics needed to address climate change effectively and equitably, in line with the framework in section 2 and in recognition of the context presented in section 1.

7.2.1 Fossil Fuel Divestment Fossil fuel divestment has been the most visible tactic towards the goals of climate justice supported by SSMU prior to the installation of this policy. SSMU divested its funds from fossil fuels in 2013, and has actively supported the autonomous Divest McGill campaign[16] through funding, outreach assistance, space booking, and assistance as needed from the Campaigns Coordinators and VP External. SSMU shall also assist as needed to coordinate national initiatives between campus divestment campaigns.

7.2.2 Coalition ÉCO Participation

Coalition Étudiant-e-s Contre les Oléoducs (Coalition ÉCO/ Students against pipelines) is a network of Quebec student unions actively opposing the construction of oil pipelines in the province.[17] SSMU was instrumental in the forming of this coalition and joined formally in October 2014. SSMU shall remain a member of the coalition and actively contribute towards its initiatives. Participation in the Coalition shall be overseen by the VP External Affairs.

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- [1] Meinshausen, Malte, Nicolai Meinshausen, William Hare, Sarah CB Raper, Katja Frieler, Reto Knutti, David J. Frame, and Myles R. Allen. "Greenhouse-gas emission targets for limiting global warming to 2 C." *Nature* 458, no. 7242 (2009): 1158-1162."
- [2] SSMU Equity and Sustainability Policies available in the SSMU Policy Book, Accessible at: <http://ssmu.mcgill.ca/wp-content/uploads/2012/08/SSMU-Policy-Book.pdf>
- [3] Damerow, Harold. "Global South." *Global South*. August 27, 2010. Accessed October 13, 2015.
- [4] "What Is Oil Sands?" Alberta Energy:. Accessed October 13, 2015.
- [5] "Plan Nord." *Plan Nord*. Accessed October 13, 2015.
- [6] Cook, John, Dana Nuccitelli, Sarah A. Green, Mark Richardson, Bärbel Winkler, Rob Painting, Robert Way, Peter Jacobs, and Andrew Skuce. "Quantifying the consensus on anthropogenic global warming in the scientific literature." *Environmental Research Letters* 8, no. 2 (2013): 024024.
- [7] Oreskes, Naomi. "The scientific consensus on climate change." *Science* 306, no. 5702 (2004): 1686-1686.
- [8] Field, C.B., V.R. Barros, D.J. Dokken, K.J. Mach, M.D. Mastrandrea, T.E. Bilir, M. Chatterjee, K.L. Ebi, Y.O. Estrada, R.C. Genova, B. Girma, E.S. Kissel, A.N. Levy, S. MacCracken, P.R. Mastrandrea, and L.L. White (eds.). "Climate Change 2014: Impacts, Adaptation, and Vulnerability. Part A: Global and Sectoral Aspects. Contribution of Working Group II to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change." Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA (2014)
- [9] "Climate Change." World Health Organization. 2015. Accessed September 23, 2015. Available at: <http://www.who.int/heli/risks/climate/climatechange/en/>
- [10] SSMU Equity and Sustainability Policies available in the SSMU Policy Book, Accessible at: <http://ssmu.mcgill.ca/wp-content/uploads/2012/08/SSMU-Policy-Book.pdf>
- [11] Field, C.B., V.R. Barros, D.J. Dokken, K.J. Mach, M.D. Mastrandrea, T.E. Bilir, M. Chatterjee, K.L. Ebi, Y.O. Estrada, R.C. Genova, B. Girma, E.S. Kissel, A.N. Levy, S. MacCracken, P.R. Mastrandrea, and L.L. White (eds.). "Climate Change 2014: Impacts, Adaptation, and Vulnerability. Part A: Global and Sectoral Aspects. Contribution of Working Group II to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change." Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA (2014)
- [12] "A Climate of Change: African Americans, Global Warming, and a Just Climate Policy in the U.S." Climate Access. Accessed September 23, 2015. <http://www.climateaccess.org/resource/climate-change-african-americans-global-warming-and-just-climate-policy-us>.
- [13] Samson, J., D. Berteaux, B. J. McGill, and M. M. Humphries. "Geographic disparities and moral hazards in the predicted impacts of climate change on human populations." *Global Ecology and Biogeography* 20, no. 4 (2011): 532-544.

- [14] "Causes of Climate Change." World Meteorological Organization. Accessed September 23, 2015.
https://www.wmo.int/pages/themes/climate/causes_of_climate_change.php
- [15] Oreskes, Naomi, and Erik M. Conway. "Defeating the merchants of doubt." *Nature* 465, no. 7299 (2010): 686-687.
- [16] Shawn McCarthy, (Nov 8., 2013), "Oil Industry Successfully Lobbies Ottawa to Delay Climate Regulations, emails show." *Globe and Mail*, Available at: <http://www.theglobeandmail.com/report-on-business/industry-news/energy-and-resources/oil-industry-successfully-lb>
- [17] Max Paris, (Jan 9, 2013), "Energy industry letter suggested environmental law changes," *CBC News*, Available at: <http://www.cbc.ca/news/politics/energy-industry-letter-suggested-environmental-law-changes-1.1346258>
- [18] James Anaya, "Extractive industries and indigenous peoples: Report of the Special Rapporteur on the rights of indigenous peoples," Report to the United Nations Human Rights Council A/HRC/24/41, 2013, <http://unsr.jamesanaya.org/study/report-a-hrc-24-41-extractive-industries-and-indigenous-peoples-report-of-the-special-rapporteur-on-the-rights-of-indigenous-peoples>.
- [19] More information on the Divest McGill campaign can be found at www.divestmcgill.ca
- [20] Information about Coalition ECO can be found at www.coalitioneco.org

INDIGENOUS SOLIDARITY POLICY

Valid: March 31, 2016 – March 31, 2021

Whereas, the SSMU acknowledges that McGill University is located on traditional Kanien'kehá:ka territory in the Constitution²⁴;

Whereas, the SSMU Constitution “commits [the SSMU] to demonstrating leadership in matters of human rights, social justice and environmental protection”²⁵;

Whereas, Indigenous solidarity is a crucial component of practicing social justice;

Resolved, THAT the SSMU adopt the following Policy on Indigenous Solidarity, appended hereto as Appendix A, which shall expire on March 31, 2021.

Moved by:

Becky Goldberg, Arts Representative

Chelsea Kingzett, Environment Representative

Chloe Rourke, Vice-President (University Affairs)

Erin Sobat, Senate Caucus Representative

Kareem Ibrahim, President

²⁴ SSMU Constitution 2016-03-18

²⁵ Ibid.

1. Background

The SSMU has a history of leadership on issues of equity and social justice, demonstrated through such documents as the Constitution and the Equity Policy. The Indigenous Solidarity policy aims to further this commitment by undertaking public awareness campaigns that recognize under-addressed components of Indigenous history; improve supports for Indigenous students; and lobby the University to prioritize Indigenous solidarity in service provision and academia. The SSMU recognizes a plurality of Indigenous voices and identities both in the Canadian context and internationally, however this policy focuses primarily on Indigenous peoples in Canada.

Furthermore, the SSMU recognizes the historical and ongoing oppression of Indigenous peoples both in the McGill community and society-at-large. In particular, the SSMU acknowledges that McGill University has historically failed to recognize and address its role in colonialism and the ongoing oppression of Indigenous peoples. This policy aims to address those oppressions and commits the SSMU to prioritizing Indigenous voices and histories in its activities.

This commitment is further demonstrated as the SSMU has implemented a traditional territory acknowledgement statement for meetings, as follows: “The SSMU acknowledges that McGill University is situated on the traditional territory of the Anishinaabeg and Haudenosaunee nations, a place which has long served as a site of meeting and exchange amongst various Indigenous peoples. The SSMU recognizes and respects these nations as the traditional custodians of the lands and waters on which we meet today.”

2. Scope

This policy shall apply to all:

1. Staff and elected representatives;
2. Activities and events hosted or promoted by the SSMU, including all those in the University Centre;
3. Written or graphic material published, distributed, or endorsed by the SSMU.
4. Clubs, Services, and Independent Student Groups

3. Definitions

Indigenous: A people or persons who are descended from and identify with the original inhabitants of a given region, in contrast to groups that have settled, occupied, or otherwise colonized the area. In the context of this policy, Indigenous peoples may self-identify as First Nations (status or non-status), Inuit, Metis, American Indian, Alaskan Native, Hawaiian Native, or as a member of another global Indigenous Community.

| *Indigenous Community:* A group of Indigenous people with shared background and/or interests including, but not limited to, reserves, non-status communities, urban Indigenous communities, or community groups.

Stakeholders – Any person or group with an interest in the outcome of a decision or activity related to Indigenous issues or with relevant expertise and experience at McGill University or in local Indigenous communities. This includes, but is not limited to, the First Peoples' House, Social Equity and Diversity Education (SEDE) Office, Indigenous Student Alliance (ISA), McGill Chapter of the American Indian Science and Engineering Society (AISES), Indigenous Law Association/Association de Droit Autochtone, Indigenous Women and Two-Spirit Harm Reduction Coalition, Native Montreal, Kitigan Zibi, Native Friendship of Montreal, and organizations in Kahnawake.

First Refusal Rights – The right of a group to receive priority in decision-making via an obligation to receive an offer first. This includes the opportunity to decline a request for consultation or participation, without fault or expectation.

Traditional Territory Acknowledgement – A verbal or written statement made publicly to recognize the Indigenous inhabitants and ongoing colonization of occupied land.

4. Implementation

The Policy shall mandate the Society to take action in five key areas related to Indigenous Solidarity: consultation and decision-making; support for Indigenous students; support for Indigenous communities; advocacy and solidarity within the university; and physical campus environment. Such efforts will be coordinated by the Officer of the Vice-President (External Affairs) in collaboration with the Indigenous Affairs Commissioner. The Society shall work towards the fulfillment of all of the mandates outlined below.

1.0 Consultation and Decision-Making

The SSMU recognizes the importance of developing relationships with McGill-based and local Indigenous groups that are grounded in open communication and respect. Furthermore, the SSMU acknowledges that meaningful advocacy and decision-making can only occur in dialogue and ongoing engagement with Indigenous communities. All consultation efforts should take into account the diversity of Indigenous peoples and perspectives as well as the awareness that some perspectives may at times be harmful to Indigenous students and community members. The SSMU shall institutionalize consultation protocols through the following actions:

- 1.1 Each academic year, the Office of the Vice-President (External Affairs) shall compile an internal document with the contact information of all relevant Indigenous Stakeholders, including University units, student groups, external organizations, individuals and local community groups. The SSMU will act in good faith with these Stakeholders based on First Refusal Rights and only refer students to them with their explicit permission. This document shall serve to facilitate consultation and shall be updated on an annual basis.
- 1.2 The Office of the Vice-President (External Affairs) and Vice-President (Student Life) shall produce and distribute a consultation guide for reference by Clubs, Services and Independent Student Groups in their activities. The Indigenous Affairs Committee shall be responsible for approving this guide and overseeing consultation requests in collaboration with the relevant Executive Officer(s).
- 1.3 The Offices of the Vice-President (External Affairs) and the President shall work to expand formal and informal opportunities for Indigenous student participation within the SSMU, including by actively reaching out to Indigenous student groups for their input on the SSMU's role in Indigenous Student life.
- 1.4 The Office of the Vice-President (External Affairs) shall consult relevant Stakeholders in Indigenous student life at the University, as well as local Indigenous communities, regarding the renewal and revision of this policy before it expires.
 - 1.4.1 All consultation processes shall involve an official meeting with notice at least 30 days prior, in addition to a minimum of 14 days to review the policy before it is submitted to the SSMU Legislative Council. The Stakeholders' feedback must be presented with the renewal of this policy.
- 1.5 For any matters involving Indigenous student life at McGill which are not covered within this policy, the Office of the Vice-President (External Affairs) shall consult the aforementioned Stakeholders for direction.
- 1.6 The Office of the Vice-President (External Affairs) shall seek out any additional means through which to appropriately recognize and compensate Indigenous students and Stakeholders for their consultation and contributions.

2.0 Support for Indigenous Students

The SSMU shall take steps to improve support for Indigenous students and student groups at the University. This shall occur through the following actions:

- 2.1 The Office of the Vice-President (Student Life) shall provide Stakeholder-identified educational and consultation resources to student groups in an effort to ensure that adequate support and consideration is provided to Indigenous students, accounting for their unique perspectives, experiences, and needs.

2.2 The Executive Committee shall ensure that Traditional Territory Acknowledgements are included as part of all public SSMU-organized events in whatever form is most appropriate.

2.2.1 The Executive Committee shall also endeavor to increase the visibility and breadth of Traditional Territory Acknowledgements at other events in the McGill community.

2.2.2 The Office of the Vice-President (Student Life) shall be responsible for ensuring that Traditional Acknowledgements are made at events organized by SSMU Clubs and Services and Independent Student Groups.

2.2.3 The Funding Committee shall request that student groups make Traditional Territory Acknowledgements at all events funded by the Society.

2.3 The Offices of the Vice-President (University Affairs) and the Vice-President (Student Life) shall advocate for University-run services to provide adequate support for Indigenous students, accounting for their unique perspectives and needs. This includes, but is not limited to, targeted support for financial aid, housing, academic advising, peer mentorship, mental health support, and career services.

2.4 The Office of the Vice-President (External Affairs) shall provide Indigenous student groups on campus with access to room booking privileges in the University Centre equivalent equal to those of a Full-Status Club.

2.5 The Club Committee shall consider the underrepresentation of Indigenous students at McGill University when assessing Club applications from Indigenous student groups, and will waive membership requirements where appropriate. The Legislative Council will ensure that this underrepresentation is accounted for prior to approving relevant reports of the Club Committee.

3.0 Support for Indigenous Communities

3.1 The Office of the Vice-President (External Affairs) shall maintain outreach efforts to Stakeholders in local Indigenous communities. This shall include, but is not limited to, an open invitation for dialogue at the beginning of each academic year, as well as issue-specific dialogue throughout the year. If requests that contact cease or be avoided at any point throughout this process, such a request shall be immediately respected. Various methods of contact shall be used- depending on the needs and resources of the group, including, but not limited to, phone calls, email messages, and in-person meetings.

3.2 Indigenous communities shall receive First Refusal Rights for services including, but not limited to, speaking engagements, education or instruction, and artistic or cultural production that relevant to Indigenous events organized by the SSMU. The SSMU shall strive to prioritize Indigenous-run businesses for such events whenever possible.

4.0 Advocacy & Solidarity within the University

The SSMU shall act in meaningful solidarity with Indigenous peoples through building and maintaining relationships with Indigenous communities; facilitating opportunities for self-representation wherever possible; incorporating a of perspectives in decision-making; and otherwise working towards the participation of Indigenous peoples in advocacy and policy development, such as is desired by Indigenous community members. The SSMU shall follow the leadership of and defer to Indigenous people advocating on their own behalf.

- 4.1 The Offices of the Vice-President (University Affairs) and President shall lobby the University to actively respect, consult with, and take direction from Stakeholders and to increase Indigenous presence on the University campus as a whole.
- 4.2 The Offices of the Vice-President (University Affairs) And President shall work with the University to better recruit, retain, and support Indigenous students, including by ensuring that pertinent data regarding current and incoming Indigenous students is collected, maintained, and assessed on a regular basis in order to determine where additional supports are needed.
- 4.3 The Offices of the Vice-President (University Affairs) and the President shall advocate for increasing the number of Indigenous faculty and support staff members at the University through equitable and cluster hiring and the development of a full Indigenous Studies department.
- 4.4 The Offices of the Vice-President (University Affairs) and President shall lobby the University to ensure that Indigenous peoples have formal role in the decision-making processes of the University, such as through representation of the Board of Governors and in senior administrative positions.

5.0 Physical Campus Environment

The SSMU shall advocate for the development of physical and symbolic representations on campus that reflect Indigenous history and continued presence on the land, specifically that of the Haudenosaunee and Anishinaabeg peoples. Such efforts shall be undertaken with the goal of educating the community-at-large as well as developing spaces that facilitate the comfort, well-being, and cultural activities of Indigenous students. Furthermore, all activities should account for diversity in artistic and cultural representations; the

societal prevalence of pan-Indigenous stereotypes; and the role of self-identification in Indigeneity and cultural expression.

5.1 The Office of the Vice-President (Operations) shall ensure that there is a visible Indigenous presence in the University Centre building. This includes, but is not limited to, art displays produced by Indigenous artists; room and building naming, and creating or modifying spaces to accommodate cultural activities, - such as smudging.

5.2 The Offices of the Vice-President (University Affairs) and President shall lobby the University to ensure that there is visible Indigenous representation in the campus environment of the University including, but not limited to, room and building naming; and creating or modifying spaces to accommodate cultural activities such as smudging.

5. TRUTH AND RECONCILIATION COMMISSION OF CANADA

The Truth and Reconciliation Commission (TRC) of Canada released its final report, including 94 Calls to Action, in 2015. The SSMU recognizes that the TRC framework is not universally accepted and does not meet the needs of all Indigenous peoples. However, it shall actively support the implementation and maintenance of these Calls to Action based on community consultation and direction, taking into account other local resurgence, nationhood, self-determination and self-governance frameworks. There shall be a particular focus on Calls to Action 6-17, 62-66 and 87-92, as these recommendations focus on issues within the scope of a university institution, including *Education, Language and Culture, Education for Reconciliation, Sports and Reconciliation*, and *Business and Reconciliation*.

6. ACCOUNTABILITY

All staff and elected representatives of the SSMU are accountable for the implementation of this policy. To this end, the vision, planning, and decision-making of the Society should uphold the principles, support measures, and consultation protocols outlined in this document. Furthermore, the Legislative Council is responsible for ensuring that all Executive Officers and Committees integrate and communicate this commitment in their activities as well as in the development, implementation, and evaluation of new initiatives.

Reporting

The Office of the Vice-President (External Affairs) shall report to the Legislative Council once per semester on the status of the mandates contained in this policy. The SSMU shall ensure that this report made available to Stakeholders in an accessible format.

POLICY ON SUPPORT FOR FAMILY CARE

Valid: March 31, 2016 – March 31, 2021

Whereas, the SSMU Equity Policy states, “the SSMU will actively support projects and policies that aim to end discrimination or to promote accessibility and inclusiveness in the McGill community” (Article 2.6);

Whereas, the needs of students with dependents and the processes necessary to fulfill those needs are much more complex than previously outlined in the Policy on Support for Family Care;

Resolved, THAT the SSMU amend the current Policy on Support Family Care by adopting the appended Policy.

Resolved, that the amended Policy on Support for Family Care expire on March 24, 2021.

Moved by:

Chelsea Kingzett, Environment Representative

Kareem Ibrahim, President

Lexi Michaud, Arts Representative

Makena Korte-Moore, Athletics Representative

Background

The SSMU has a history of and constitutional mandate ²⁶ to take leadership on issues of equity and social justice. This dedication has been demonstrated in the creation of an Equity Policy ²⁷ for the SSMU. This Equity Policy addresses the anti-oppressive stance the SSMU has towards issues of discrimination based on sex, race, socioeconomic class, origin, gender identity, age, sexual orientation, and mental or physical disability. The SSMU recognizes that this Equity Policy, in its current form, does not explicitly recognize the discrimination and exclusion faced by Students with Dependents, and aims to address this issue through this policy. Additionally, the SSMU recognizes that the visibility of Students with Dependents is very low, potentially driving the assumption that these issues are irrelevant to McGill's undergraduate student population.

Scope

This policy shall apply to all:

1. Staff, volunteers and elected representatives of the SSMU.
2. Activities and events hosted and promoted by the SSMU.
3. Written or graphic material, which is published, distributed, or endorsed by the SSMU.

Definitions

Childcare: Refers to services that ensure the supervision of children.

Dependent: Refers to a person who is financially, emotionally, legally and/or physically dependent on another individual.

Family Care: Refers to all matters pertaining to Childcare, Elder Care and Dependents.

Student with Dependent: Refers to any student with a Dependent, as well as Student Parents collectively. This includes, but is not limited to, caring for an elderly family member, a sick family member, and financially supporting others remotely.

Student Parent: Refers to a student who is pregnant or who has one or more children.

Stakeholder: Refers to any person or group that has an interest in the outcome of a decision or event related to Family Care within the University or that has expertise in said area.

1. Consultation

The SSMU recognizes the importance of developing relationships with Stakeholders that are grounded in open communication and respect. Furthermore, the SSMU acknowledges that meaningful advocacy can

²⁶ SSMU Constitution 2016-02-04

²⁷ SSMU Policy and Plan Book 2016-10-15

only be done in consultation with these communities. The SSMU, through the Office of the Vice-President (Student Life), shall achieve this by:

- 1.1. Ensuring that each academic year, the contact information of all relevant Stakeholders is compiled into a central document, namely University units and other student groups, related to Family Care within the McGill University community. This document shall serve to facilitate consultation and institutionalize support and shall be updated on an annual basis and shared with relevant Stakeholders.
- 1.2. Consulting all relevant Stakeholders in Family Care at the University, including, but not limited to the Social Equity and Diversity Education Office, the Joint Board-Senate Committee on Equity Subcommittees on Women, Family Care and Disabilities, the Post-Graduate Students' Society, and any interested students with Dependents.

For matters involving Family Care at the University which are not covered within this policy, the Office of the Vice-President (Student Life) shall consult the aforementioned Stakeholders.

2. Support for Student Parents

The Office of the Vice-President (Student Life) shall ensure that support for Student Parents shall remain a priority for the SSMU. This includes, but is not limited to, ensuring that:

- 2.1. The Office of the Vice-President (External Affairs) shall advocate for increased support for current and future efforts to research regarding the barriers faced by and needs of Students with Dependents, in addition to the expansion of childcare services in Quebec.
- 2.2. The Office of the Vice-President (Operations) shall endeavour to increase the accessibility of the William Shatner University Centre for undergraduate Student Parents and their children through the implementation of one or more child-friendly spaces for Student Parents and their children, pending available financial resources.
- 2.3. The Office of the Vice-President (Student Life) shall endeavour to establish consistent childcare service to Student Parents in need, pending available financial resources.
- 2.4. The SSMU Executive Committee shall ensure that all SSMU-run or SSMU-endorsed events held in the William Shatner University Centre have childcare available, if requested at least 24 hours in advance.
- 2.5. Service provision and advocacy efforts undertaken by the SSMU must take into account the unique needs of Student Parents who are single, Indigenous, queer, trans, disabled, racialized, of a lower socioeconomic status, and international student parents, due to additional barriers faced by these groups both institutionally and societally. The Office of the Vice-President (Student Life) shall collaborate with these self-identified student parents to ensure consultation shall be provided in addressing these needs.
- 2.6. The Offices of the Vice-President (University Affairs) and President shall work with the University to ensure that pertinent demographic information regarding Students with Dependents is maintained and

assessed on a regular basis to determine where additional support is needed and how the University can ensure the retention of Students with Dependents.

2.7. The Offices of the Vice-President (University Affairs) and President lobby the University to create a Family Resource Office.

2.8. The Office of the Vice-President (Finance) shall encourage funding-seeking student groups to make available childcare services at their events, upon request, within reasonable constraints.

3. Support for Students with Dependents

The Office of the Vice-President (Student Life) shall ensure that support for Students with Dependents shall also remain a priority for the SSMU. This includes, but is not limited to, ensuring that:

3.1. The Offices of the Vice-President (University Affairs) and President shall lobby the University to institutionalize better support for Students with Dependents, including but not limited to, a University-wide leave of absence policy for all Students with Dependents and a more accessible medical note policy for staff and Students with Dependents²⁸.

3.2. The Offices of the President and Vice-President (Student Life) continue to work towards removing the barriers for undergraduate Students with Dependents from participating fully in and accessing SSMU activities and services, including, but not limited to, SSMU Legislative Council and its committees, Clubs, Services and jobs at the SSMU.

3.3. The Office of the Vice-President (Student Life) shall collaborate with local organizations, such as Head and Hands and The Yellow Door, to support student caregiving projects, as well as McGill-specific organizations such as Midnight Kitchen or QPIRG-McGill, who could provide support in projects directed towards children and elderly persons²⁹.

²⁸ https://www.mcgill.ca/daycare/files/daycare/cpe_mcgill_health_protocol_2012_09.pdf See pages 4-11 for examples of when a parent has to keep their child home from daycare, but may not go to a doctor for a medical note (if a fever is above 100 degrees Fahrenheit). This applies to elderly care as well, given the vulnerabilities to health that both young children and elderly persons face.

²⁹ <http://headandhands.ca/programs-services/young-parents-program/>
<http://www.yellowdoor.org/generations.html>
<https://midnightkitchencollective.wordpress.com/24-2/>
<http://qpirgmcgill.org/>

4. Reporting

The Office of the Vice-President (Student Life) shall report to Legislative Council each semester on the status of the mandates in this policy. This report shall be made available to all interested relevant Stakeholders.

HUMAN RESOURCES POLICY

Valid: April 7, 2016 – April 7, 2021

Whereas, the SSMU has little formalized regulations that govern its human resources;

Whereas, human resources has been identified by students as an area in which the SSMU can improve;

Whereas, some, although not all, information related to human resources, such as wages and salaries, must be kept confidential;

Resolved, that the SSMU Legislative Council adopt the Human Resources Policy, appended hereto as Appendix A, as a Policy of the Legislative Council;

Resolved, that this policy expire April 7, 2021.

Moved by:

Kareem Ibrahim, President

Zacheriah Houston, Vice-President (Finance)

Marina Smailes, Senate Caucus Representative

Mckenzie Gingrich-Hadley, Nursing Representative

Gabriel Ning, Arts Representative

1. BACKGROUND

This policy aims to ensure that the human resources practices of the Society are well documented, accessible, and conducive to a productive and healthy work environment.

2. SCOPE

This policy shall apply to all remunerated staff of the Society.

3. DEFINITIONS

The following terms used in this policy shall have the same definitions as in the Constitution.

- (a) “Board of Directors”
- (b) “Executive Committee”
- (c) “General Manager”
- (d) “Legislative Council”
- (e) “Member”

- (f) “Officer”

The following definitions shall apply to this policy:

- (g) “Commissioner” shall refer to a Student Staff member who coordinates a committee of Legislative Council or of the Board of Directors;
- (h) “Guides” shall refer to comprehensive documents detailing pertinent information related to projects, events and routine administrative functions within each portfolio;
- (i) “Human Resources Department” shall refer to the department of the Society consisting of the General Manager, the Vice-President (Finance), and any Permanent Staff and Student Staff whose primary areas of responsibility include human resources;
- (j) “Permanent Staff” shall refer to full-time or part-time staff of the Society who are employed for an indefinite term with contracts that do not have an end date;
- (k) “Staff” shall include both Permanent Staff and Student Staff;
- (l) “Student Staff” shall refer to casual staff of the Society, who have employment contracts that specify specific end dates;
- (m) and “Supervisor” shall refer to Officers and staff members of the Society who are the direct supervisors of other staff members. Supervisors are not necessarily Managers.

4. RECRUITMENT

4.1 HIRING OF STUDENT STAFF. Each Supervisor shall be responsible for the hiring of the Student Staff in their portfolio. All hirings of Student Staff must be approved by the Executive Committee and reported to the Board of Directors.

4.2 HIRING OF PERMANENT STAFF. Each Supervisor shall be responsible for the hiring of the Permanent Staff that they supervise. All hirings of Permanent Staff must be approved by the Executive Committee and the Board of Directors.

6.1 AFFILIATION DISCLOSURE. When presented to the Executive Committee for ratification and reported to the Board of Directors, all hirings for approval shall be accompanied by disclosures of any affiliation that the hiring Supervisor has with the Student Staff being considered for hire.

6.2 ADVERTISEMENT. In February of each year, the human resources department of the SSMU shall advertise the application process for Student Staff positions.

6.3 EMPLOYMENT EQUITY. The Offices of the Vice-President (Finance) and Vice-President (University Affairs), in conjunction with the Human Resources Department shall be responsible for the creation, implementation and annual review of procedures surrounding employment equity. These procedures shall, at minimum, satisfy legal standards for employment equity.

6.4 NOTIFICATION OF STATUS. All applicants to remunerated positions within the SSMU shall be notified of the status of their candidacy as soon as said information is available to the Human Resources Department, within reasonable constraints. All efforts shall be made to inform candidates of their status in a timely fashion.

6.5 INTERVIEW FEEDBACK. Interviewed candidates shall be informed of the opportunity to receive feedback regarding their interviews. This feedback shall be issued through the Human Resources Department.

5. JOB DESCRIPTIONS

5.1 STUDENT STAFF JOB DESCRIPTIONS. The Supervisor for each position shall be responsible for the maintenance of the job descriptions for the Student Staff that they supervise. All changes to job descriptions of Student Staff must be approved by the Executive Committee. All Student Staff job descriptions shall be considered public and made available to all inquiring Members.

5.2 PERMANENT STAFF JOB DESCRIPTIONS. The Executive Committee and the General manager shall be responsible for the maintenance of job descriptions of all Permanent Staff. All changes to job descriptions of Permanent Staff must be approved by the Executive Committee and the Board of Directors. All Permanent Staff job descriptions shall be considered public and made available to all inquiring Members.

6. INSTITUTIONAL MEMORY

6.1 EMPLOYMENT CONTRACTS. Copies of all employment contracts and employee-related documentation must be filed with the Office of the General Manager for archiving.

6.2 ARCHIVES OF SUPERVISORS. It is the responsibility of all Supervisors to provide organized electronic and paper files to their successor.

6.3 EXIT REPORTS. It is the responsibility of all Supervisors to ensure that exit reports from outgoing Student Staff are transmitted to the incoming Student Staff within their portfolio.

6.4 GUIDES. All Supervisors shall develop and/or update Guides specific to both routine and one-time projects and processes within their portfolio, as is feasible and relevant to their portfolio. These shall be separate from the Supervisors' exit reports and shall include, but not be limited to, reports on events, reports on large-scale projects, and details regarding routine administrative processes.

(a) It shall be the joint responsibility of the Office of the Vice-President (Finance) and the Office of the President to distribute templates which Supervisors can use for this purpose.

7. TRAINING

7.1 DOCUMENTS. It shall be the responsibility of the Human Resources Department to maintain the following documents:

- (a) the Student Staff Integration Guide;
- (b) the Student Staff Orientation Guide; and
- (c) the Student Staff Training Checklist.

7.2 ORIENTATION. It shall be the responsibility of each Supervisor, with the support of the Human Resources Department, to ensure that all Student Staff receive sufficient orientation in their position in order to fulfill their roles to the best of their abilities. This orientation shall include, but not be limited to:

- (a) annually distributing the Student Staff Orientation Guide to all Student Staff in advance of the academic year;
- (b) providing Student Staff with the Student Staff Training Checklist; and
- (c) providing Student Staff with an orientation to the SSMU office and introducing them to the Permanent Staff.

7.3 ADDITIONAL TRAINING. Each Manager shall ensure that the Student Staff under their supervision are informed that requests for additional training may be made at any point during the year, within reasonable time constraints and financial constraints.

7.4 INTEGRATION. Each Manager shall consult the Human Resources Department and the Student Staff Integration Guide when a Student Staff is hired outside of the regular recruitment period.

7.5 MANDATORY TRAININGS. All Supervisors shall attend a training on Mental Health and Equity prior to commencing supervision of any Staff. This training will be arranged through the Offices of the Vice-President (Student Life) and Vice-President (University Affairs), in conjunction with the Human Resources Department, and will serve to ensure that the SSMU is a mental health-positive and equitable workplace.

8. COMMISSIONERS

8.1 REPORTING. Commissioners must report at least once per semester to either the Legislative Council or the Board of Directors, depending on the nature of their work.

8.2 VACANCY. The Board of Directors or Legislative Council, depending on the nature of the position, shall be notified in the event that a Commissioner position is vacant.

9. COMPENSATION

9.1 PAY SCALE. The Executive Committee shall set and adjust the annual pay scale for Student Staff, maintained by the Human Resources Department of the Society. The scale, including the range of rates and the method for determining each pay rate, shall be public and made available to any inquiring Members however the individual pay rates for each position shall be considered confidential to the Board of Directors.

10. CONFLICTS

10.1 CONFLICT. All Staff may consult the Human Resources Department in the event that they have a conflict or issue with their Supervisor.

10.2 COMPLAINTS. All Staff may file an official complaint with the Human Resources Department in the event that a conflict or issue cannot be resolved informally. Such complaints will be handled jointly by the General Manager and the Vice-President (Finance), who may also involve the President and any other staff that they feel are relevant.

11. EMPLOYEE MANUAL

11.1 GENERAL. There shall exist an Employee Manual which shall contain internal information and procedures regarding recruitment, office rules, probationary periods, training, attendance, holidays and personal days, compensation, benefits, and other policies as are relevant to the Society's staff;

11.2 SCOPE. The Employee Manual shall apply to all Staff. The Employee Manual shall be considered public and made available to all inquiring Members

11.3 MAINTENANCE. It shall be the responsibility of the Human Resources Department to keep the Employee Manual updated and to propose amendments to it as necessary.

12. AMENDMENT.

12.1 Any amendments to the Employee Manual shall require the approval of the Executive Committee and shall be reported to the Board of Directors

ACCESSIBILITY POLICY

Valid: April 7, 2016 – April 7, 2021

Whereas, the Society is committed to the demonstration of leadership in matters of human rights and social justice and is committed to activities that are devoted to the well-being of a group disadvantaged because of irrelevant personal characteristics that include but are not limited to race, national or ethnic origin, colour, religion, sex, gender identification, age, mental or physical disability, sexual orientation or social class as per the Society's Constitution;

Whereas, students with disabilities are a disadvantaged group that face unique challenges on the McGill campus;

Whereas, the SSMU currently does not have any governance document that outlines efforts to increase the accessibility of the events, communications, programming, and governance of the Society, all of which are essential to the support of students with disabilities;

Whereas, the adoption of an Accessibility Policy would institutionalize the SSMU's commitment to supporting students with disabilities and to the development of a more accessible campus;

Resolved, that the Legislative Council adopt the Accessibility Policy appended hereto as Appendix A, with an expiry date of April 7, 2021.

Moved by:

Kimber Bialik, Vice-President (Clubs and Services)

Kahli Douglas, Services Representative

Becky Goldberg, Arts Representative

Chloe Rourke, Vice-President (University Affairs)

BACKGROUND

As outlined in its constitution, the Students' Society of McGill University has a strong commitment to demonstrating leadership in matters of human rights and social justice and “commits itself to groups, programs, and activities that are devoted to the well-being of a group disadvantaged because of irrelevant personal characteristics that include but are not limited to race, national or ethnic origin, colour, religion, sex, gender identification, age, mental or physical disability, sexual orientation or social class.” ³⁰

The Society has shown leadership in its efforts to promote equity and anti-oppression through the development of an Equity Policy and the institutionalization of equity programming and advocacy, but to date has not placed a focus on the support of students with disabilities or on the accessibility of the Society and campus at large in collaboration with this community. In order to stand in solidarity with students with disabilities, the adoption of this Accessibility Policy serves as the operationalization of a commitment to ensuring that the Society prioritize accessibility and the unique needs of students with disabilities.

In order to fulfill this commitment, the Society must acknowledge and address the current barriers and issues of access that exist on the McGill campus and on University campuses at large. The barriers experienced by students with disabilities extend far beyond the physical built environment on campus and affect access to essential support services, participation in the classroom and learning environment, and involvement in extra-curricular activities.

Important first steps towards increasing access for students with disabilities have been taken at McGill University, including the implementation of a Policy Concerning the Rights of Students with Disabilities,³¹ the establishment of the University's Joint Board Senate Committee on People with Disabilities, and the application of barrier-free design standards to renovation and construction projects ³² on a campus that still lacks barrier free access to many physical spaces³³. However, substantial barriers to access remain in the built environment, learning environment, and student life as a whole. Recognizing that the number of students with disabilities on campus continues to increase alongside rising mental health concerns in the McGill community, while noting that not all individuals who have a mental illness identify as having a disability, the need to develop a culture of accessibility on campus is pressing.

In light of the lack of accessibility associated with many aspects of student life and learning, the Society must show leadership in meeting the needs of Members and building a strong and more equitable community through demonstrating its commitment to accessibility and the support of students with

³⁰ SSMU Constitution, amended March 18, 2016

³¹ Policy Concerning the Rights of Students with Disabilities, last amended by McGill Senate in 2005.

³² McGill University Barrier-Free Design Standards, McGill Facilities

³³ Guide to Accessibility on the Downtown Campus, Office for Students with Disabilities

disabilities. This involves engaging with issues of disability and ableism in meaningful ways through solidarity and advocacy, while recognizing that disability does not exist in isolation and often intersects with other identities, such as, race, gender and class, to disproportionately marginalize certain individuals and/or groups.

This marginalization continues to exist where accommodations are made available, as accommodations made to students with disabilities often place undue burden on the individual requesting accommodation. The Society recognizes that it is the fundamental responsibility of the institution to ensure that individuals are not expected to shoulder the burden of their own accommodation and aims to be cognizant to avoid the double-burdening of students with disabilities and instead act in meaningful solidarity.

Through the implementation of this Accessibility Policy, the Society aims to demonstrate its active commitment to the promotion of universal access and the support of students with disabilities within the operations of the Society, as well as to advocate for the prioritization of accessibility at the university-wide level.

SCOPE

This Accessibility Policy shall apply to all individuals and bodies involved in decision making processes for the Society, including but not limited to Directors, Officers, Councillors, Senators, Committees and Committee Members, and Staff.

This policy shall serve as a reference and mandate to all Society decision makers and shall act as a guide for the Society to demonstrate its commitment to universal access and respect for the dignity of persons with disabilities.

This policy shall apply to all activities and events hosted, funded, and promoted by the Society, all materials published by the Society, and all promotion taking place within the William Shatner University Centre.

DEFINITIONS

The definitions outlined below are only for the purposes of this policy. The Society acknowledges that there is no neutral language to discuss or describe disability, and that individuals may identify or choose to define these terms differently.

Ableism:	Ableism, which can be conscious or unconscious, refers to practices and dominant attitudes in society that privilege able-bodied individuals.
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Ableism is the belief system that underlies negative attitudes, stigma, and discrimination against people with disabilities.³⁴

Accessibility:	Accessibility refers to the ability for everyone, regardless of disability or a difference in needs, to access, use, and benefit from everything within their environment. As a practice, it aims to facilitate the full participation of individuals with disabilities in society.
Barrier:	Barriers refer to circumstances or obstacles that prevent the full participation of an individual in a given activity or in society at large. Barriers may include, but are not limited to, economic, systemic, environmental, attitudinal, psychological, physical, academic, informational or communication-based, or technological factors. ³⁵
Disability:	Disability refers to an exclusion or limitation that may restrict the full participation of an individual in society as a result of systemic barriers, including, but not limited to, physical, attitudinal, and social factors.
Disadvantage:	A circumstance or a situation that puts an individual or a group of people in an inferior or less favourable position compared to others, resulting in compromised access to resources or opportunities.
Equity:	In the context of this Policy, Equity refers to the respect of and equality of opportunity for marginalized communities.
Universal Design:	Universal Design (UD) is a concept that promotes the production and creation of physical spaces, products, services, and built environments that allows for use by everyone to the greatest extent possible. This process involves continuous improvement toward the ultimate goal of full inclusion. ³⁶
Universal Design for Learning:	Universal Design for Learning (UDL) refers to a teaching approach that encourages diverse methods of instruction, assessment, accommodation, and resource provision with the goal of meeting the needs of the greatest number and most diverse group of learners possible. The goal of UDL is to

³⁴ Ableism, Negative Attitudes, Stereotypes, and Stigma Fact Sheet, Ontario Human Rights Commission

³⁵ Accessibility for Ontarians with Disabilities Act

³⁶ About Universal Design,” The Center for Universal Design

create a learning culture in which diversity is respected and embraced, and where all students are encouraged to learn and demonstrate their knowledge in a variety of ways.

FRAMEWORK

The Society will formally adopt a framework for accessibility based on its values of equity and anti-oppression, and the Society shall refer to these fundamental principles in advocacy for and implementation of accessibility within the Society, on campus, and in society at large.

The Society's framework of accessibility shall be based upon the following fundamental values and concepts:

Social Model of Disability: The Society shall operate under the understanding of a social model of disability, which focuses on the structures and barriers that impose limitations on certain groups or individuals. The social model of disability maintains that systemic barriers to participation and exclusion, including physical, attitudinal, social, and other factors, are the primary contributing factors to an individual's experience of disability, and it is therefore society that disables a person, not their impairment. The model describes an impairment as the difference in ability of an individual, while disability refers to the exclusion resulting from societal and systemic barriers.

Universal Access: The Society shall, in its advocacy and programming, work towards the promotion of universal access, with the goal of all individuals having the opportunity for full participation in society. To accomplish this objective, the Society will draw on the principles of Universal Design and Universal Design for Learning as defined in the Policy.

Anti-Oppression: The Society will advocate and organize around the principles of an anti-oppressive mandate. Anti-oppression recognizes that various axes of oppression, including disability, contribute to power imbalances that differentially marginalize certain communities. The Society shall confront these historical and current inequities, and promote and practice anti-oppression in all facets of the implementation of accessibility within the Society.

Solidarity: The Society will act in meaningful solidarity with individuals with disabilities through maintaining relationships with affected communities, facilitating opportunities for self-advocacy wherever possible, including a diversity of voices in Society decision making, and striving for the participation of affected individuals in all advocacy and policy. Society shall follow the leadership of and defer to individuals with disabilities advocating on their own behalf where desired.

IMPLEMENTATION

This Accessibility Policy shall mandate the Society to take action in six areas associated with barriers to accessibility within the context of the Society: communication and promotions; programming and events; physical access; student groups; advocacy; and Society governance.

The Society shall strive for the fulfillment of all of the mandates outlined below:

1.0 Communications and Promotions

All Society communication projects must be undertaken with full respect for accessibility and with the goal of ensuring that all Society information is accessible. This goal will be operationalized through the following means:

1.1 Accessible design standards for online communication and web content shall be incorporated into the Society's Communication Plan and reviewed on an annual basis by the Vice-President (Internal Affairs).

1.2 All online publications, including the Society's Website, shall be adapted to ensure accessibility of web content through the implementation of accessible design standards into the Society's Website. All updates to the Society's online presence shall take into consideration the accessibility of the information presented through consideration of the use of fonts, graphics, colours, headings, content organization, and other factors affecting the accessibility of information online.

1.3 All communications and promotions regarding Society events that are published in print or online must explicitly include basic accessibility information about the event in question, including the physical accessibility of the venue and the availability of additional accessibility factors, including but not limited to whisper or sign language translation and childcare.

1.4 All external promotional materials advertised by the Society must include explicit accessibility information to be considered for promotion.

1.4.1 Submissions to the Society Listserv or social media channels that do not include accessibility information where applicable, including the physical accessibility of venues and the availability of additional accessibility accommodations, including but not limited to whisper or sign language translation and childcare, shall not be accepted nor promoted through the Society Listserv.

1.4.2 Submissions of event posters for approval for posting in the Shatner Building that do not include accessibility information where applicable, including the physical accessibility of venues and the availability of additional accommodations, including but not limited to whisper or sign language translation and childcare, shall not be accepted nor posted in the Shatner Building.

2.0 Programming and Events

All Society events must be physically accessible and must make every effort to provide reasonable accommodation to ensure that all Members have equal access.

2.1 All Society events must make every effort to be accessible to all Members, and must be held in venues that are physically accessible to individuals with limited mobility.

2.2 All Society events must publicize in their promotions a list of accessibility services available upon request, including but not limited to whisper or sign language translation, childcare, and adapted physical access.

2.2 The Society shall promote and encourage the use of accessible venues for events across campus, and shall advocate for the inclusion of accessibility training in the planning for all cross-faculty events in which the Society participates, including but not limited to Orientation Week, through the Office of the Vice-President (Internal Affairs).

2.3 The Society, through the Equity Committee and the Office of the Vice-President (University Affairs), shall raise awareness of accessibility issues on campus and in the community at large through hosting at least one annual event with a focus on accessibility and disability.

2.4 The Society shall take accessibility into consideration when making determinations about the allocation of Fees distributed by the Funding Committee to programming and events, through the Office of the Vice-President (Finance).

2.4.1 The Funding Committee shall incorporate at least one question soliciting accessibility information about the event or project seeking funding into the Funding Application.

2.4.2 The Funding Committee shall consider the physical accessibility of event venues prior to making funding decisions.

3.0 Physical Access

The Society, through the office of the Vice-President (Operations) shall ensure that the integrity of the William Shatner University Centre as an accessible space is maintained and actively improved upon in order to ensure the continuance of access for individuals with disabilities.

3.1 The Society will address cosmetic access needs in the William Shatner University Centre, including but not limited to the transition of lighting to non-fluorescent, improving building signage, increasing the number of push buttons in the building and ensuring their functionality, implementing even grating

on floors, changing knobs to handles, ensuring accessible seating lounges and cafeterias, and widely publicizing accessibility information for the building on the Society's website.

3.1 Prior to the development of renovation plans within the William Shatner University Centre, the Society shall consider the implications of the renovation for accessibility and shall ensure the application of barrier free design standards.

3.1.2 The Society shall make every effort to consult and involve the Office for Students with Disabilities in the planning process for potential renovation or construction projects to ensure that spaces within the building remain accessible.

3.2 Accessibility of projects and initiatives within the building shall be taken into consideration prior to the funding of such projects from the Space Fee Fund as allocated to internal Society projects. The Committee responsible for these allocations shall be responsible for reporting to Legislative Council on the accessibility implications of the projects selected for funding.

3.3 In order to facilitate continuous improvement in the accessibility of the William Shatner University Centre, the Society shall execute an Accessibility Audit of the building on a bi-annual basis and shall develop a series of recommendations to Legislative Council for making spaces within the building more accessible.

4.0 Student Groups

The Society, through the Office of the Vice-President (Student Life) shall ensure the consideration of accessibility and inclusion among student groups through the provision of resources and awareness regarding accessibility issues.

4.1 The Vice-President (Student Life) shall be responsible for educating student groups on issues of access through the inclusion of accessibility information in training materials made available to student groups, including but not limited to the inclusion of accessibility content in Club Workshops, at the Services Summit, and in the Society's online resources.

4.2 The Vice-President (Student Life) shall be responsible for the production and annual maintenance of a master list of accessible venues to be identified as priority venues for event bookings for student groups. The accessible venue list shall be paralleled by a "blacklist" of event venues that are physically inaccessible, for which booking events shall be discouraged.

4.3 The Vice-President (Student Life) shall be responsible for the production and maintenance of an Equitable Event Planning Guide to be circulated to student groups as a resource for hosting accessible events with the support of the Vice-President (University Affairs).

5.0 Advocacy

The Society, through the Office of the Vice-President (University Affairs) and its student membership on relevant University committees, shall make every effort to promote a culture of accessibility within the McGill community at large, including advocating for the prioritization of accessibility on campus.

5.1 The Society shall advocate for McGill to prioritize improving the accessibility of the physical, social, and learning environment of the University. This should include but is not limited to the accessibilization of entrances to all buildings on campus; the implementation of Universal Design for Learning on campus in both curriculum and assessment design; ensuring an accessible work environment for all University staff; and the prioritization of funding for accessibility initiatives and services for students with disabilities.

5.2 The Society shall advocate for the inclusion of the Office for Students with Disabilities or an accessibility officer in the consultation, decision making, and planning processes for all renovation projects on campus.

5.3 The Society shall advocate for the University to develop a University-wide accessibility policy that includes a timeline for consultation, implementation, and regular reporting to Senate.

5.4 The Society will advocate for the elimination of any and all physical, social, and financial barriers preventing a student from receiving the necessary accommodations to fully access academic or social services provided by the Society or the University.

5.5 The Society shall stand in solidarity with any member of the McGill community who is discriminated against or prohibited from full participation within the University due to their disability.

6.0 Society Governance

The Society, through the Office of the President, shall make every effort to increase the accessibility of participation of its membership within the Society's governance structures and will work towards eliminating any and all barriers to participation in decision making.

6.1 The Society recognizes that there currently exist barriers to participation in Society governance, including but not limited to the time commitment associated with serving as an elected representative and the length and intensity of meetings of the Society's governance bodies.

6.2 The Society will provide reasonable accommodations when required in a manner that does not compromise the functioning of the Society in order to make participation in Society governance accessible to all students.

6.3 The President shall be responsible for maintaining an accessible work environment for all staff of the Society and for ensuring the implementation of reasonable accommodations where required.

6.4 The President shall be responsible for conducting an audit of all the governance processes and positions of leadership within the Society with attention to the social, attitudinal, and physical barriers limiting participation.

REPORTING

All Officers responsible for the implementation of the Accessibility Policy through targeted action points shall report to the Equity Committee on a bi-annual basis and to the Legislative Council on an annual basis regarding the fulfillment of their responsibilities as outlined in the Accessibility Policy.

SMOKING ON CAMPUS POLICY

Valid: April 7, 2016 – April 7, 2021

Whereas, concerns were raised to Student Senators over second-hand smoke exposure on campus;

Whereas, an informal working group consisting of Councillors, Senators, Executives and students at-large was struck to engage in consultative efforts;

Whereas, this policy is the product of said consultation;

Resolved, that the Society adopt the following policy;

Resolved, that this policy be adopted for a 5-year period to expire in April of 2021.

Moved by,

David Benrimoh, Senate Caucus Representative

Erin Sobat, Senate Caucus Representative

Chloe Rourke, Vice-President (University Affairs)

INTRODUCTION

Recent years have seen changes in McGill's approach to smoking on campus, and to the way the community feels about this issue. The Government of Quebec passed a law in 2015 ³⁷ requiring smoking to occur at least nine meters from public buildings, and in

2014 McGill declared the Redpath Terrace a smoke-free zone, albeit with decidedly mixed results. Though firm statistics do not exist, a survey run by the Society ³⁸ shows that 65.8% of students surveyed agree or strongly agree that exposure to second-hand smoke is a problem on campus. Comments in that survey as well as direct consultation with students demonstrated that those suffering from asthma, migraines, and other medical conditions, as well as those who need to use the Office for Students with Disabilities on a regular basis, are being adversely affected by second-hand smoke especially near the McLennan-Redpath passageway. The health risks of second-hand smoke are well known, as are the risks of smoking.

It is with this knowledge, and with the desire to ensure that students are provided with "safe and suitable conditions of learning," as stipulated in the Charter of Student Rights of McGill University, ³⁹ that the Society is putting forward this Policy. Student consultation has included a survey, focus groups, discussions at Legislative Council and the General Assembly, a town hall, and a plebiscite question on the idea of a smoke-free campus. This policy is the result of those consultations and of research on the question of smoking on college campuses. Our hope is that the Society will be able to use the solutions put forward by this Policy to work with the greater McGill Community in order to decide how we can best reduce the harm of second-hand smoke, provide students with education regarding smoking (which McGill does less than other institutions⁴⁰), offer smokers appropriate and voluntarily-accessed resources, and decide as a community what we see as the future of smoking on campus.

We also wish to recognize the significant intersection between mental health and smoking addiction, in that smoking can be used as a coping mechanism and is often tied to experiences of anxiety, depression, stress, body image, social interaction, particularly in the university context. Because of these complex issues, the Society is committed to ensuring that all actions and messages stipulated in this Policy have as a guiding principle the support of the mental health and overall wellness of smokers and non-smokers and respect the intersection between smoking and mental health, culture, social and economic inequalities such as class⁴¹, gender, sexuality⁴², as well as other points of intersection.

³⁷ <http://www2.publicationsduquebec.gouv.qc.ca/dynamicSearch/telecharge.php?type=5&file=2015C28F.PDF>

³⁸ https://docs.google.com/forms/d/1DOOnA3uk6ZVyK7d7TC2sibUQgJqc6SbsMpG9QfS1D1I/viewanalytics?usp=form_confirm

³⁹ <https://www.mcgill.ca/secretariat/files/secretariat/charter-of-students-rights.pdf>
https://www.mcgill.ca/healthymcgill/files/healthymcgill/mcgill_ncha_report_dec_2014_final.pdf

⁴⁰ <http://www.cdc.gov/features/vitalsigns/smokingandmentalillness/>

⁴¹ http://www.tobaccofreemaine.org/channels/special_populations/low_income_and_education.php

⁴² http://www.thedccenter.org/facts_smoking.html

PRINCIPLES

The Society recognizes the following as guiding principles to be considered when implementing this policy

- i. Smokers have the same rights as all students, and all students have the right to a healthy, accessible, and supportive environment as well as the right to their own bodily autonomy.
- ii. Second-hand smoke exposure results in harm to students, especially those with pre-existing medical conditions.
- iii. As a community, we can decide where, when, and how smoking should occur on campus, as we would regulate other activities.
- iv. As a community, we are responsible for ensuring that students have access to educational materials about smoking which are adapted to the university context (e.g. addressing topics like smoking for weight loss, social smoking, student stress and mental health dimensions of smoking).
- v. As a community, we are responsible for ensuring a spectrum of appropriate, voluntarily-accessed, non-directional and accessible services for smoking harm reduction and smoking cessation ranging from peer-support to medical interventions. The Society recognizes that not all smokers want to quit smoking, however adequate and diverse supports should be available for those who do.
- vi. Electronic cigarettes, nicotine vaporizers, and similar smoking cessation tools should remain affected only by the government nine-meter rule.
- vii. The Society acknowledges that drug users and those with a history of drug use often go without a real voice in the creation of programs and policies designed to prevent the harmful effects of drug use, and thus the Society will ensure that the voices of smokers are prioritized in conversations, programs, and policies regarding smoking on campus.

IMPLEMENTATION

The SSMU commits itself to advocating for the following measures, in accordance with the principles stated above:

1.0 Education

Education around smoking on campus must be adapted to the needs of students. It also must be non-directional and should seek to inform students and provide alternatives.

The Society will work with McGill Student Services to provide a spectrum of educational materials and opportunities that seek to achieve the following objectives:

- 1.1. Provide students with clear information about University smoking policies.
- 1.2. Employ harm reduction approaches and encourage smokers to voluntarily reduce the exposure of others to second-hand smoke. Information on the effects of second-hand smoke on individuals with pre-existing medical conditions should be included.
- 1.3. Provide all students with information about smoking and its lesser-known risks, adapted to the unique context of university students
- 1.4. Providing information about risks of social smoking and other smoking practices that are seen on university campuses
- 1.5. Informing students about different smoking reduction and cessation resources and strategies, including both on- and- off- campus options
- 1.6. Actively fighting the stigmatization of smoking and recognizing addiction as a form of mental illness.

2.0 Cessation Resources

The Society will advocate for the provision and promotion of extensive, varied resources for smoking cessation and reduction to meet the needs of students. These resources should represent a range of approaches from non-directional peer support through to nicotine replacement therapy and medications. Partners will include McGill's Health Services, Mental Health Services, Counseling Services, the Office for Students with Disabilities, Healthy McGill, the Society student health plan provider, and the international student health plan provider. The Society shall work to ensure a variety of resources are available to students, including but not limited to:

- 2.1 Providing students with the contact information of smoking chatlines;
- 2.2 Providing peer support for those wishing to quit or reduce their smoking;
- 2.3 Providing smoking cessation counseling and treatment at Student Health, Mental Health, and Counseling Services;
- 2.4 Providing links and coverage information for off-campus resources and counseling.

3.0 Designated Smoking Areas

In line with best practices from other institutions, such as the University of Melbourne and the McGill University Health Centre, the Society will work with the University to put in place improved designated

smoking areas where smokers can smoke while not exposing others to second-hand smoke. Principles that should be followed when developing these smoking areas are:

3.1 Consultation: Engagement with smokers and the community-at-large on the placement, design, and number of the areas;

3.2 Safety: Ensuring appropriate design standards, ventilation, comfort, and ease of use, while complying with current law

[<http://www2.publicationsduquebec.gouv.qc.ca/dynamicSearch/telecharge.php?type=5&file=2015C28F.PDF>] that does not allow the construction of roofed shelters for smokers;

3.3 Location: Placement where smokers will use them, but off of high-traffic routes;

3.4 Promotion: Identifying the areas as the locations for smoking and adjusting enforcement mechanisms as necessary.

4.0 Moving as a community towards a smoke-free environment

Research shows that smoke free campuses lead to lower second-hand smoke exposure than designated smoking areas⁴³. In addition, through our survey⁴⁴ and plebiscite question⁴⁵, students have indicated that they are in favor of the temporary use of smoking shelters in order to transition to a smoke-free campus environment. The Society therefore positions itself, in principle, in favor of the transition to a smoke-free campus.

However, in line with principles stated above, any movement towards a smoke free campus must follow and be contingent upon the implementation of the aforementioned items and the fulfillment of the following requirements:

4.1 Sufficient time, likely between 3 and 5 years, must be given for smoking shelters, education campaigns and cessation resources to be implemented before transitioning to a smoke-free campus. This is necessary for improved resources to contribute to culture change and to enable smokers' adaptation to a modified environment.

⁴³ Amanda Fallin, Maria Roditis, and Stanton A. Glantz. Association of Campus Tobacco Policies With Secondhand Smoke Exposure, Intention to Smoke on Campus, and Attitudes About Outdoor Smoking Restrictions. *American Journal of Public Health*: June 2015, Vol. 105, No. 6, pp. 1098-1100

⁴⁴ <http://www2.publicationsduquebec.gouv.qc.ca/dynamicSearch/telecharge.php?type=5&file=2015C28F.PDF>

⁴⁵ <https://ssmu.simplyvoting.com/index.php?mode=results&election=42041> (see Appendix A for plebiscite text)

4.2 Smoking shelters should be built by the University and used to aid in the transition to a smoke-free campus. The community, and smokers in particular, must be consulted with respect to the placement, design, and number of smoking shelters. Following their construction, the effectiveness of the shelters should be evaluated.

4.3 A needs assessment should be conducted to evaluate the knowledge, perception and attitudes of smokers towards campus smoking resources, which should in turn inform the education campaign outlined above. A survey should be repeated after the first campaign in order to assess impact.

4.4 The education campaign and coordination of smoking resources should be implemented before moving towards a smoke-free campus, and must be maintained following the institution of a smoke-free campus.

4.5 Culture change and community enforcement shall aid in the transition to a smoke-free campus alongside limited security presence. Best practices should be identified from other smoke-free campuses in North America.

4.6 These steps must be carried out with respect for, and while supporting, smokers, particularly recognizing the intersections between addiction, mental health, and social inequalities.

CONSULTATION & REVIEW

If any of the above requirements cannot be fulfilled, the Society will re-evaluate its commitment to a smoke-free campus and bring a discussion of this issue to the SSMU Legislative Council. The society also commits to working with stakeholders like the University Health and Safety Committee, the student health services, the Libraries, and our constituents to continually review and re-evaluate this policy.

The Society shall fulfill these mandates through the Office of the Vice-President (University Affairs) and the Office of the Vice-President (Student Life). The Vice- President (University Affairs) and the Vice-President (Student Life) shall be responsible for reporting on this matter to Legislative Council once a semester. With respect to timeline, the Society commits to actively pursuing and working towards the implementation of all aspects of this policy within five years, at which point this policy should be revisited for renewal.

APPENDIX A: SMOKE-FREE PLEBISCITE TEXT

The following text appeared along with the plebiscite question on the Winter 2016

Referendum ballot:

WHEREAS, the SSMU is seeking to determine student support for a smoke-free campus, with the understanding that the precise nature of any smoke-free policy, including applicability to e-cigarettes, would require further consultation;

WHEREAS, the intention is not to engage in the shaming or blaming of smokers but rather to explore the complex social, environmental, personal, and biological factors that lead to smoking and nicotine addiction; to address these factors in a sensitive way; and to allow sufficient time for adaptation to any new regulations while creating a healthier campus for all students;

WHEREAS, a report from Americans for Non-Smoker's Rights⁴⁶ lists over 1000

North American institutions, including colleges, that have gone smoke free, and several Canadian universities, such as Dalhousie⁴⁷, have implemented or are considering implementing smoke-free policies;

WHEREAS, it has been shown that: "On tobacco-free college campuses, fewer students smoked and reported intention to smoke on campus. Strong majorities of students supported outdoor smoking restrictions across all policy types. Comprehensive tobacco-free policies are effective in reducing exposure to smoking and intention to smoke on campus," and smoke free policies were "associated with fewer students reporting exposure to secondhand smoke⁴⁸," suggesting that moving towards this model could decrease exposure to secondhand smoke, result in lower smoking rates amongst students, and help those trying to quit by providing them with a trigger-free environment;

WHEREAS, the health risks of smoking, both long and short term⁴⁹, are well known, and so-called social smoking often results in long term smoking addiction⁵⁰;

WHEREAS, a recent survey of over 500 McGill students shows⁵¹ that a majority of respondents consider second-hand smoke to be a problem on campus and support moving towards a smoke-free campus;

WHEREAS, student concerns in that survey included the impact of second-hand smoke on people with asthma and other medical conditions, the environmental impact of cigarette butt littering, and the feeling that students are forced to encounter second-hand smoke in order to access study space;

⁴⁶ <http://no-smoke.org/goingsmokefree.php?id=447>

⁴⁷ <http://www.dal.ca/dept/safety/programs-services/occupational-safety/smoke-free.html>

⁴⁸ Amanda Fallin, Maria Roditis, and Stanton A. Glantz. Association of Campus Tobacco Policies With Secondhand Smoke Exposure, Intention to Smoke on Campus, and Attitudes About Outdoor Smoking Restrictions. *American Journal of Public Health*: June 2015, Vol. 105, No. 6, pp. 1098-1100.

⁴⁹ <http://breakitoff.ca/>, <http://iQuitnow.qc.ca/>, <http://www.lung.ca/quit>

⁵⁰ <http://goaskalice.columbia.edu/answered-questions/social-smoking-really-all-bad-me>

⁵¹ https://docs.google.com/forms/d/1DOOnA3uk6ZVyK7d7TC2sibUQgJqc6SbsMpG9QfS1D1I/view_analytics?usp=form_confirm

WHEREAS, the same survey showed strong support for educational campaigns and increased access to smoking cessation resources, initiatives that are being pursued by a working group of student leaders and members at large in conjunction with the University administration and Student Health Services;

WHEREAS, these campaigns would focus on harm reduction and decreasing student exposure to second-hand smoke while providing all smokers wishing to quit with the resources to do so;

WHEREAS, the survey results also indicated support for smoking shelters, which have been used at other institutions (such as the Montreal University Health Center and the University of Melbourne) as a transitional step to a smoke-free campus, which McGill may choose to pursue as either a temporary or permanent measure;

Would you support McGill becoming a smoke-free campus if smoking cessation resources were provided and there were ongoing educational campaigns?

POLICY AGAINST UNPAID INTERNSHIPS

MOTION- POLICY AGAINST UNPAID INTERNSHIPS

Valid: March 9, 2017 – March 9, 2022.

Whereas, through its constitution the SSMU commits “to demonstrating leadership in matters of human rights, social justice and environmental protection;”

Whereas, in Canada, almost one in four youth is unemployed, underemployed, or has given up looking for work;⁵²

Whereas, unpaid internships exacerbate social inequalities by excluding from many prestigious and meaningful fields those students who cannot afford to work for free;⁵³

Whereas, unpaid internships are already illegal in most situations in numerous jurisdictions across Canada, but continue to exist because of lax enforcement;⁵⁴

Whereas, unpaid internships risk eliminating entry-level jobs and lowering starting wages for all, but particularly young workers;⁵⁵

Whereas, research suggests there is no advantage in terms of hiring rates or starting salary for graduates with unpaid internship experience, but significant advantages in hiring and starting salary for those with paid internship experience;⁵⁶

Whereas, at the Winter 2015 General Assembly the SSMU adopted a “Motion Regarding Unpaid Internships;”⁵⁷

Whereas, this motion resolved that, “the SSMU develop a policy, in consultation with interested student groups and McGill University, clarifying when unpaid internships should be considered illegal for the purposes of this motion,” among other mandates;

Whereas, the SSMU hired a researcher in Summer 2016 in order to investigate the specific issues posed by unpaid internships for McGill students, accompanied by recommendations for improvement;

⁵² “Youth Unemployment and Underemployment in Canada,” Canadian Teachers’ Federation (2014). <http://www.ctf-fce.ca/Research-Library/Brief-Youth-Unemployment.pdf>

⁵³ “Why Unpaid Internships Mean Inequality of Opportunity,” Macleans (2013). <http://www.macleans.ca/economy/business/why-unpaid-internships-means-inequality-of-opportunity/>

⁵⁴ “What is the law?” Canadian Interns Association (2015). <http://www.internassociation.ca/what-is-the-law/>

⁵⁵ Marco Chown Oved, “Unpaid internships: the most precarious work of all,” The Toronto Star (2013). http://www.thestar.com/news/gta/2013/03/05/unpaid_internships_the_most_precarious_work_of_all.html

⁵⁶ “Class of 2013: Paid Interns Outpace Unpaid Peers in Job Offers, Salaries,” National Association of Colleges and Employers” (2013). <http://www.naceweb.org/s05292013/paid-unpaid-interns-job-offer.aspx>

⁵⁷ “Motion Regarding Unpaid Internships,” Students’ Society of McGill University (2015). <http://ssmu.mcgill.ca/wp-content/uploads/2009/10/Motion-Regarding-Unpaid-Internships1.pdf>

Whereas, an overview of this research was presented to the Legislative Council at its meeting of October 20, 2016;

Whereas, based on this research the Vice-President (University Affairs) and Vice-President (External Affairs) developed a policy in order to institutionalize existing and additional measures for advocacy and awareness-building on issues related to unpaid internships;

Resolved, that the SSMU Legislative Council adopted the following Policy Against Unpaid Internships, which shall expire on March 9th, 2022.

Moved by:

Caitlin Mehrotra, Science Representative

Kahli-Ann Douglas, Services Representative

Erin Sobat, Vice-President (University Affairs)

Noah Century, Music representative

POLICY AGAINST UNPAID INTERNSHIPS

1. Introduction

Unpaid internships exist in a legal grey area where, while ostensibly regulated, they are not clearly defined, restricted, or monitored. As a result, they facilitate an environment for companies to profit from unpaid student labour. In accordance with the Constitution and Equity Policy, the SSMU has a longstanding history of leadership on issues of human rights and social justice. Furthermore, the SSMU Policy on Accessible Education calls for the elimination of all financial barriers to education and training. As a result, the SSMU has a responsibility to advocate against unpaid and exploitative labour practices and to demand accessible, quality experiential learning opportunities for all McGill students.

To this end, at the Winter 2015 General Assembly on March 15, 2015, the SSMU adopted a “Motion Regarding Unpaid Internships.”⁵⁸ This resolved that, among other mandates, “the SSMU develop a policy, in consultation with interested student groups and McGill University, clarifying when unpaid internships should be considered illegal for the purposes of this motion.” In the interest of furthering this mandate, the SSMU hired a researcher in Summer 2016 to investigate the specific issues posed by unpaid internships for McGill students and to put forward recommendations for improvement. A policy was developed on the basis of this research in order to institutionalize existing and future measures for advocacy and awareness-building around unpaid internships.

According to Article 9 of the McGill University Charter of Student Rights, every student has a right to a quality education. The University’s corresponding obligation is fulfilled where: (a) the University offers an education capable of providing students with an adequate level of competence in the relevant field of study, (b) the University makes every reasonable effort to maintain the quality of education it dispenses, and (c) the University makes every reasonable effort to provide an appropriate environment for learning and assessment activities. As internships, particularly those taken for course credit or circulated by the university, are designed to further a student’s education, the administration must also be held accountable for their quality and accessibility.

2. Context

Students required or opting to complete an internship as part of their educational program are frequently exposed to performing work as an employee, yet not being compensated as one. Furthermore, many students experience intersectional barriers to accessing career and experiential learning opportunities that are exacerbated by the prevalence of unpaid positions.

Frequently, unpaid labour is justified as an opportunity to develop skills, experience, and connections—to get one’s “foot in the door.” However, evidence demonstrates that unpaid internships are no more likely than paid internships or entry-level jobs to provide young workers with valuable experience. Furthermore, in some contexts unpaid internships ultimately replace paid, entry-level jobs and contribute to further youth unemployment. Reference letters and CV-building are not substitutes for remuneration for any form of labour, particularly as this consistently exacerbates existing inequalities. There is little screening, tracking, or enforcement of internship regulations by governments or public institutions such as universities.

Relevant statistics on unpaid internships include the following:

⁵⁸ “Motion Regarding Unpaid Internships,” Students’ Society of McGill University (2015). <http://ssmu.mcgill.ca/wp-content/uploads/2009/10/Motion-Regarding-Unpaid-Internships1.pdf>

1. Almost one-fourth of youth are unemployed, underemployed, or have given up looking for work.⁵⁹
2. Unpaid internships exacerbate social inequalities by excluding from many prestigious and meaningful fields those students who cannot afford to work for free.⁶⁰
3. Unpaid internships are already illegal in most situations in numerous jurisdictions across Canada, but continue to exist because of lax enforcement.⁶¹
4. Unpaid internships risk eliminating entry-level jobs and lowering starting wages for all, but particularly young workers.⁶²
There is no advantage in terms of hiring rates or starting salary for graduates with unpaid internship experience, but significant advantages in hiring and starting salary for those with paid internship experience.⁶³
5. In one Ontario inspection, 42% of companies with interns were found to be breaking the Employment Standards Act's conditions on internship remuneration.⁶⁴

Campaigns for the fair remuneration of unpaid work are not new in Quebec or Canada. In addition to bargaining and mobilization by labour unions and community groups, numerous organizations have addressed issues with unpaid *stages*, or mandatory internship placements for professional programs. In December 2016, the Quebec *Fédération interuniversitaires des doctorant.e.s en psychologie* (FIDEP) succeeded in obtaining remunerated internships for doctoral students in psychology, following an almost four-month long boycott.⁶⁵

Similarly, the *Campagne de revendications et d'actions interuniversitaires des étudiantes et étudiants en éducation en stage* (CRAIES) roundtable has been advocating since 2014 for the remuneration of *stages* for education students, while the *comités unitaires sur le travail étudiant* (CUTE) seek to obtain remuneration for all students in an educational training situation in Quebec. In Ontario, *Students Against Unpaid*

⁵⁹ "Youth Unemployment and Underemployment in Canada," Canadian Teachers' Federation (2014). <http://www.ctf-fce.ca/Research-Library/Brief-Youth-Unemployment.pdf>

⁶⁰ "Why Unpaid Internships Mean Inequality of Opportunity," Macleans (2013). <http://www.macleans.ca/economy/business/why-unpaid-internships-means-inequality-of-opportunity/>

⁶¹ "What is the law?" Canadian Interns Association (2015). <http://www.internassociation.ca/what-is-the-law/>

⁶² Marco Chown Oved, "Unpaid internships: the most precarious work of all," The Toronto Star (2013). http://www.thestar.com/news/gta/2013/03/05/unpaid_internships_the_most_precarious_work_of_all.html

⁶³ "Class of 2013: Paid Interns Outpace Unpaid Peers in Job Offers, Salaries," National Association of Colleges and Employers" (2013). <http://www.nacweb.org/s05292013/paid-unpaid-interns-job-offer.aspx>

⁶⁴ "Blitz finds nearly half of companies with interns break law," Toronto Star (2014). https://www.thestar.com/news/gta/2014/09/30/blitz_finds_nearly_half_of_companies_with_interns_break_law.html

⁶⁵ "Rémunération de l'internat en psychologie : Une victoire pour les doctorant.e.s et la santé mentale au Québec," Newswire (2016). <http://www.newswire.ca/fr/news-releases/remuneration-de-linternat-en-psychologie-une-victoire-pour-les-doctorantes-et-la-sante-mentale-au-quebec-607758076.html>

Internship Scams previously called on the provincial government to better enforce, communicate, and strengthen legal protections for student interns.

McGill students similarly face issues with unpaid *stages*; a lack of centralized coordination or screening of internship postings; limited student literacy on labour rights and protections; and a shortage of paid experiential learning and employment opportunities. Specific concerns include the quality, supervision, and protections associated with education *stages*;⁶⁶ unpaid positions with private corporations (such as start-up ventures or media companies) and major non-profit organizations (such as public museums or inter-governmental agencies); a lack of academic credit offered for applied opportunities;⁶⁷ and unpaid or for-cost internship and volunteerism programs offered by various student and external groups.

3. Scope

This Policy shall apply to:

1. Individuals involved in decision making processes for the Society, including Directors, Officers, Councillors, Senators, Committee Members, and Staff;
2. Clubs, Services, and Independent Student Groups (ISGs);
3. Activities and events hosted, funded, or promoted by the Society, including all those occurring within the University Centre;
4. Materials and communications published or distributed by the Society.

4. Definitions

Disadvantage: A circumstance or situation that places an individual or a group of people in an inferior or less favourable position compared to others, resulting in compromised access to resources or opportunities.

Employee: A person who works for an employer and who is entitled to a wage. According to the Quebec Act Respecting Labour Standards, this also includes a worker who is a party to a contract, under which they:

- I. undertakes to perform specified work for a person within the scope and in accordance with the methods and means determined by that person;
- II. undertakes to furnish, for the carrying out of the contract, the material, equipment, raw materials or merchandise chosen by that person and to use them in the manner indicated by him or her; and

⁶⁶ "Speak louder than racism," *The McGill Daily* (2016). <http://www.mcgilldaily.com/2016/02/speak-louder-than-racism/>

⁶⁷ "Question Regarding Faculty Internship Programs," *McGill University Senate* (2016).

https://www.mcgill.ca/senate/files/senate/question_and_response_regarding_faculty_internship_programs.pdf

- III. keeps, as remuneration, the amount remaining to him or her from the sum he has received in conformity with the contract, after deducting the expenses entailed in the performance of that contract;

Employer: Any person who has work done by an employee.

Internship: An experiential learning opportunity that integrates knowledge gained in the classroom into a supervised role in an employment setting, including a defined start and end date, job description, and clearly identified learning outcomes and evaluation related to a student's field of study. Not simply an operational work experience that just happens to be conducted by a student.

Wage: Remuneration in currency and benefits having a pecuniary value due for the work or services performed by an employee.

5. Legislation

Currently, Quebec and Ontario have the most developed legislation in Canada on the question of unpaid internships, which attempts to clarify under what conditions these are permitted. While such standards remain insufficient, ambiguous, and poorly enforced, they can provide a helpful legal reference when assessing existing opportunities.

Quebec Act Respecting Labour Standards:

Unpaid internships are illegal except:

1. internships that are part of a program provided by an approved educational institution;
2. internships where the intern is a student working for a not for profit organization with social or community purposes;
3. internships that are part of a programme of vocational training.

Ontario Employment Standards Act

Unpaid internships are illegal except:

1. internships that are part of a program approved by a secondary school board, college, or university;
2. internships that provide training for certain professions (e.g. architecture, law, public accounting, veterinary science, dentistry, optometry);
3. internships that meet the six conditions required for the intern to be considered a "trainee":
 - I. The training is similar to that which is given in a vocational school;
 - II. The training is for the benefit of the individual;

- III. The person providing the training derives little, if any, benefit from the activity of the individual while he or she is being trained;
- IV. The individual does not displace employees of the person providing the training;
- V. The individual is not accorded a right to become an employee of the person providing the training;
- VI. The individual is advised that he or she will receive no remuneration for the time that he or she spends in training.

Canada Labour Code

Federal legislation contains no exclusions for students, trainees or interns, which has resulted in a huge lack of clarity on the legality of internships for government and federally-regulated organizations (e.g. banks, broadcasters, and airlines). However, so long as an intern is performing “work” (which includes training), they are entitled to the minimum wage of the relevant province (Policy on Hours of Work).

6. Screening Criteria

Some unpaid internship opportunities may in fact qualify as legitimate training experiences. However, clear screening criteria are required in order to ensure that such opportunities are not merely exploitative. When assessing the validity of unpaid internships for the purposes of this policy, it is recommended that the following criteria from the Canadian Association of Career Educators and Employers (CACEE) be considered:⁶⁸

- 6.1 The training is similar to field-specific or applied training that can be found at a post-secondary institution.
- 6.2 The training is for the benefit of the intern.
- 6.3 The organization providing the training derives little, if any, benefit from the activity of the intern while he or she is being trained.
- 6.4 The intern does not displace employees of the organization providing the training.
- 6.5 The intern is not accorded a right to become an employee of the organization providing the training.
- 6.6 The intern is advised that he or she will receive no remuneration for the time that he or she spends in training.
- 6.7 The skills and/or experience gained must be transferable to other employment settings.

⁶⁸ “CACEE Statement on Unpaid Internships” *Canadian Association of Career Educators and Employers* (2012).
http://www.cacee.com/CACEE_Statement_on_Unpaid_Internships.html

- 6.8 There are clearly defined and articulated learning outcomes for the intern to realize by the conclusion of the internship.
- 6.9 Regular supervision is given by a professional pertinent to the internship.
- 6.10 Internships must be for a defined period of time.

For the purposes of this policy, the above exceptions do not apply to professional *stages* or internships with private companies, public institutions, or intergovernmental agencies.

In a response to a question at the Senate meeting of November 23, 2016, the Provost indicated that all McGill internship and career offices follow the CACEE framework as a guideline for vetting placements that are not degree program requirements.⁶⁹

Furthermore, Concordia University has developed salary guidelines⁷⁰ and sample responsibilities⁷¹ for internships based on corresponding academic program, which provides a clear guide for both students and supervisors to assess fair remuneration and learning outcomes in these instances.

7. Implementation

This Policy shall mandate the Society to take action in four key areas related to unpaid internships: education and awareness; programming and student groups; university advocacy; and external advocacy. These efforts should be undertaken in collaboration and consultation with other student associations on campus. The Society shall strive for the fulfillment of all of the mandates outlined below.

7.1 Education and Awareness

The SSMU shall make efforts to educate all Members on the negative impacts, legality, and protections related to unpaid internships. This shall include the following actions:

7.1.1 The Offices of the Vice-President (Internal Affairs) shall make information regarding the legality, criteria, and protections surrounding unpaid internships available on the Society's website as well as through other communication channels as appropriate.

7.1.2. The Offices of the Vice-President (University Affairs) and Vice-President (External Affairs) shall distribute informational resources regarding the legality of unpaid internships and available

⁶⁹ "Question Regarding University Regulation of Unpaid Internships," *McGill University Senate* (2016).

https://www.mcgill.ca/senate/files/senate/question_and_response_regarding_unpaid_internships.pdf

⁷⁰ "Student salary guidelines," *Concordia University Institute of Co-operative Education* (2017).

<http://www.concordia.ca/academics/co-op/employers/student-salary-guidelines.html>

⁷¹ "Sample Co-Op student responsibilities," *Concordia University Institute of Co-operative Education* (2017).

<http://www.concordia.ca/academics/co-op/employers/sample-co-op-student-responsibilities.html>

protections through annual educational campaigns and third-party events (including but not limited to relevant job fairs, volunteer fairs, and career information sessions).

7.1.3. The Office of the Vice-President (Student Life) shall make information on this Policy available to all existing and prospective student groups.

7.2 Programming and Student Groups

The SSMU shall ensure that all constituent and affiliated student groups, programming, and events of the Society do not offer, promote, circulate, or otherwise communicate unpaid internship opportunities. This shall include the following actions:

7.2.1. The Office of the Vice-President (Student Life) shall ensure that Club, Service, and/or Independent Student Group status is not granted to groups that offer, promote, circulate, or otherwise communicate unpaid internship opportunities as one of their primary activities.

7.2.2. The Office of the Vice-President (Finance) shall ensure that SSMU funding is not allocated to groups or activities that offer, promote, circulate, or otherwise communicate unpaid internship opportunities.

7.2.3. The Office of the Vice-President (Finance) shall ensure that sponsorship and contractual agreements are not made with businesses that offer, promote, circulate, or otherwise communicate unpaid internship opportunities.

7.2.4. The Office of the Vice-President (Operations) shall ensure that no events are approved or hosted within the University Centre that offer, promote, circulate, or otherwise communicate unpaid internship opportunities. In the case of events where full oversight may not be possible, educational materials shall be distributed regarding the legality, criteria, and protections surrounding unpaid internships.

7.3. University Advocacy

The SSMU shall advocate for the improved fairness, quality, and legality of internships for Members, and shall communicate with relevant McGill University offices including, but not limited to, the Internship Offices Network (ION), Career Planning Services (CaPS), and Faculty internship or student affairs offices. This shall include the following actions:

7.3.1. The Offices of the Vice-President (University Affairs) and the President shall advocate for the screening and regulation of all internship opportunities by the university before they are advertised to

students through any official channel(s), in order to ensure compliance with legal regulations and the criteria outlined in this Policy.

7.3.2. The Offices of the Vice-President (University Affairs) and the President shall advocate for adequate statistic-tracking by the university in order to gauge the accessibility of internship and funding opportunities on campus.

7.3.3. The Offices of the Vice-President (University Affairs) and the President shall advocate for the establishment of salary guidelines and suggested learning plans for all internships based on academic program.

7.3.4. The Offices of the Vice-President (University Affairs) and the President shall advocate for the elimination of tuition fees charged by McGill University for credits obtained in exchange for completing an internship, notwithstanding reasonable administrative charges to offset the limited supervisory costs associated with granting credits for off-campus internships.

7.3.5. The Offices of the Vice-President (University Affairs) and the President shall advocate for all McGill programs and offices related to career development to actively find, promote, circulate, and encourage internships that pay student workers a fair wage for their work and obey all applicable employment laws.

7.3.6 The Offices of the Vice-President (University Affairs) and the President shall advocate for the improved quality, equity, and accessibility of internship opportunities offered through McGill University and affiliated organizations, including the associated recourse and reporting mechanisms within the university.

7.4 External Advocacy

The SSMU shall advocate for the required remuneration of internship opportunities in collaboration with any relevant external groups. This shall include the following actions:

7.4.1 The Office of the Vice-President (External Affairs) shall liaise with campus labour unions and staff associations on any concerns, priorities, or initiatives related to unpaid internships, including through the Inter-Union Council (IUC) and the McGill Communities Council (MCC).

7.4.2 The Office of the Vice-President (External Affairs) shall facilitate collaboration between Members, external advocacy groups, student federations, labour unions, and campaigns related to unpaid internships, locally, provincially, and federally.

7.4.3 The Office of the Vice-President (External Affairs) shall advocate for the stronger enforcement of existing provincial legislation and the development of stricter requirements for unpaid internships, including the remuneration of all professional *stages*.

7.4.4 The Office of the Vice-President (External Affairs) shall advocate for the increased provincial and federal funding of quality paid internship and work opportunities for students.

8. REPORTING

All Officers responsible for the implementation of this Policy shall report to the Legislative Council on an annual basis regarding the fulfillment of their responsibilities as outlined above.

GLOBAL ACCESS TO MEDICINES POLICY

Adopted 2016-12-01- until 2021-12-01

MOTION REGARDING GLOBAL ACCESS TO MEDICINES POLICY

Valid: December 1st, 2016 – December 1st, 2021.

Whereas, the SSMU is committed to “demonstrating leadership in matters of human rights [and]

social justice,”⁷² as well as to social sustainability;⁷³

Whereas, pharmaceutical patenting in developing countries restricts generic competition and raises prices of drugs that hinders access to life-saving medicines;⁷⁴

Whereas, drug applications developed by research universities in developed countries contribute to the majority of research and development of medicines, and licensing decisions at the university level of these drug applications substantially impact the accessibility of these medicines in developing countries;⁷⁵

Whereas, humanitarian or global access licenses implemented by research universities in developed countries can substantially increase the accessibility of medicines in developing countries by, for example, allowing generic production of final products for exclusive distribution in low- and middle-income countries to realize economies of scale and market competition by locating the most efficient manufacturer and distributor;⁷⁶

Whereas, the case outlined above was empirically proven in 2001 when Yale University and Bristol-Myers Squibb agreed to allow the HIV drug stavudine to be available generically in South Africa, which resulted in a 96% price reduction and a substantial increase in accessibility to South Africans at no cost to the university in terms of licensing revenues;⁷⁷

Whereas, the University of British Columbia, Emory University, University of Edinburgh, University of Oxford, University of Washington, Boston University, Harvard University, Yale University, the University College of London, and 65 other universities and research institutions have adopted similar licensing approaches with benefits of similar magnitude⁷⁸ at no loss of licensing revenues⁷⁹;

Whereas, the Association of University Technology Managers (AUTM), Boston University, Brown University, Harvard University, Oregon Health & Science University, University of Pennsylvania, and Yale University

⁷² Preamble, “Leadership,” SSMU Constitution.

⁷³ Introduction, Vision and Understanding Sustainability, Social, [SSMU Sustainability Policy](#).

⁷⁴ Sampat, B. N. (2009, January). [Academic Patents and Access to Medicines in Developing Countries](#), American Journal of Public Health, 99(1), 9-17.

⁷⁵ [uaem.org](#).

⁷⁶ Chen CE, Gilliland CT, Purcell J, Kishore SP (2010) [The Silent Epidemic of Exclusive University Licensing Policies on Compounds for Neglected Diseases and Beyond](#). PLoS Negl Trop Dis 4(3): e570. doi:10.1371/journal.pntd.0000570.

⁷⁷ Chen (2010).

⁷⁸ Sampat (2009).

⁷⁹ Chen (2010).

have adopted a humanitarian or global access licensing framework in their licenses to the private sector per the Statement of Principles and Strategies for the Equitable Dissemination of Medical Technologies (SPS)⁸⁰ specific to licenses as follows:

1. In negotiations with potential licensees, we will make vigorous efforts to develop creative and effective licensing strategies that help to promote global access to health-related technologies by apprising potential commercial partners of the institution's commitment to contribute to the health and well-being of populations throughout the developing world, and by cultivating productive relationships with companies that share our values and are able and willing to advance the University's global health mission.
2. Our intellectual property should not become a barrier to essential health-related technologies needed by patients in developing countries. In cases where the University can fully preclude intellectual property barriers to generic provision by not patenting in developing countries, or by filing and abandoning patents, we will pursue these strategies. Early publication and wide dissemination of results will be encouraged to reduce opportunities for interfering patents.
3. In those cases where we pursue patent rights, we will negotiate license agreements that draw upon a variety of strategies that seek to align incentives among all stakeholders to promote broad access to health-related technologies in developing countries including, but not limited to, financial incentives to licensees, reserved or 'march-in' rights, mandatory sublicenses or non-assert provisions, affirmative obligations of diligence, with license reduction, conversion, or termination as the penalty for default, or tiered- or other appropriate pricing on a humanitarian basis (e.g., subsidized, at-cost, or no-cost).
4. We will strive to preserve its future rights to negotiate effective global access terms through implementation of such measures as notice requirements coupled with 'agreements to agree.'
5. We will work to develop and apply meaningful metrics to evaluate the success of its efforts to facilitate global access and support continued innovation with particular relevance to global health.

We will revisit these principles on a biennial basis to ensure that they reflect currently understood best practices.

Whereas, universities who have adopted these strategies have reported a financial gain from donations and additional funding by organizations in support of global social responsibility⁸¹;

Whereas, many pharmaceutical and biotechnology companies have acknowledged sublicensing to

⁸⁰ [Statement of Principles and Strategies for the Equitable Dissemination of Medical Technologies](#).

⁸¹ Chen (2010)

generic producers as a socially responsible and financially viable method to increase accessibility of medicines in developing world markets, including Gilead Science, Eli Lilly, GlaxoSmithKlein, and Alnylam Pharmaceuticals⁸²;

Whereas, McGill University, as a publicly funded research institution, is the leading Canadian university in producing biotechnology patents, some of which may apply in developing country contexts⁸³;

Whereas, the mission statement of McGill University as an academic institution includes the “advancement of learning and the creation and dissemination of knowledge [...] by providing service to society,” hence mandating a contribution to public welfare⁸⁴;

Whereas, McGill University has not implemented a humanitarian or global access licensing framework for technology transfers to the private sector specific to global health in its Policy on Intellectual Property to date.⁸⁵

⁸² Chen (2010).

⁸³ <https://www.mcgill.ca/newsroom/channels/news/mcgill-tops-canadian-universities-biotech-patents-21915>.

⁸⁴ [McGill University Mission Statement](#).

⁸⁵ [Policy on Intellectual Property](#).

Resolved that the SSMU adopted the following policy regarding global access to medicines, to expire on December 1, 2021:

1. The SSMU supports increased access to medicines throughout the world as a public good and a human right.
2. The SSMU calls for the implementation of a humanitarian or global access licensing framework for health-related technology transfers to the private sector at McGill University.

Resolved that the SSMU advocated for the implementation of a humanitarian or global access licensing framework for health-related technology transfer to the private sector through the University Senate and the appropriate University Committees, as per the goals outlined in the Statement of Principles and Strategies for the Equitable Dissemination of Medical Technologies.

Moved by:

McGill Students' Chapter of Universities Allied for Essential Medicines

William Cleveland, Senate Caucus Representative

Joshua Chin, Senate Caucus Representative

Noah Century, Music Representative

Caitlin Mehrotra, Science Representative

Jake Prillo, Medicine Representative



PLANS

Plans last for up to ten (10) years.

Table of Plan Dates

The following table lists all of the SSMU's plans, as well as when they were adopted and when they are set to expire.

Plan	Adoption Date	Expiry Date
Long-Term Financial Plan	April 9, 2015 (Legislative Council)	April 9, 2018



Students' Society of McGill University

Tel: (514) 398-6800 | Fax: (514) 398-7490 | ssmu.ca
3600 McTavish St., Suite 1200, Montréal, QC, H3A 0G3
Located on unceded, Kanien'kehá:ka traditional territory

LONG-TERM FINANCIAL PLAN

Valid: April 9, 2015 – April 9, 2018

Students' Society of McGill University Financial Plan

Prepared by the Office of the Vice-President Finance & Operations
And presented to the Legislative Council on
April 9th, 2015





Message from the SSMU Vice-President Finance & Operations

Dear students,

The creation of the Financial Plan facilitates the long-term financial stability of the Society. In addition, it provides consistency and continuity within the SSMU for the full-time Staff, Executives, Student-Staff, and members of the Society in terms of future goals. Considering the high turn-over rate of Executives from year-to-year, the Financial Plan serves as an outline of major projects that are and will be undertaken by the SSMU with a financial impact on the Society's longevity. Furthermore, in recent years, the SSMU has made a surplus which is attributed by the Investment Portfolio, and as a not-for-profit the SSMU needs to ensure that such a plan exists to maintain the not-for-profit status.

The following Long Term Financial plan has been prepared following the successful passing of the Building Fee Referendum. The passing of this fee allows SSMU to make long-term financial plans with regards to the University Centre, and the services SSMU provides.

This Long Term Financial Plan demonstrates a major change to the way that SSMU uses its Investment Portfolio for the second year. Since 2013, SSMU can now periodically liquidate portions of the Investment Portfolio in order to cover routine capital expenditure. The specifics of how this will be done are outlined in the By-Laws pertaining to the Finance and Operations portfolio. The By-Laws are set so that only the returns generated from the previous year can be liquidated unless approved by a two-thirds (2/3) vote of council. The By-Laws further restrict this liquidation so as to set a minimum value of the Investment Portfolio at two (2) million dollars. This minimum was set so that the Investment Portfolio will be able to continuously generate enough returns to support the capital expenditures of the society.

The 2014-2015 SSMU Global Budget includes a by-law-mandated transfer of \$50,000 from the Operating Budget to CERF.

If you have any questions, you are welcome to send me an e-mail at operations@ssmu.mcgill.ca

Respectfully Submitted,

Kathleen Bradley, Vice-President (Finance and Operations) 2014-2015



Financial Plan Introduction

Process of the Financial Plan

The Financial Plan is initially discussed and prepared by the Vice-President Finance & Operations, the General Manager and the Comptroller. After the discussion the Financial Plan was prepared and written by the Vice-President Finance & Operations for review by the Comptroller and the General Manager. Thereafter, the Financial Plan is reviewed by the Executive Committee and the plan is further revised considering suggestions and recommendations. Once these steps are complete, the Financial Plan is presented, discussed and approved by the Legislative Council.

SSMU Finances Overview

As a not-for-profit organization, the SSMU does not report its net income on an annual basis. Consequently, the SSMU has a tax report as an obligation but does not pay any taxes as a result of its not-for-profit status. The finances of the SSMU, therefore, are represented as a series of funds. These include the Operating Fund, Capital Expenditure Reserve Fund (CERF), Awards of Distinction Fund (ADF), Health & Dental Reserve Fund (HDRF), the Student Life Fund (SLF), and the Internally Restricted Endowment Fund (IREF). With the passing of the Building Fee, the University Centre Building Fund (UBCF) was also created. The administrative details of these funds are outlined in the Finance and Operations By-Law Book.

The Operating Fund is the only fund that includes readily available cash; it also includes the SSMU's base fee which in 2014 – 2015 is projected to total roughly \$1.7 million. SSMU has roughly 50 internal departments. Each department represents a different activity, event, or initiative of the society. For further details on the explanations of each of the SSMU departments and the relevant projections for each departments revenues and expenses, please refer to the SSMU 2014-2015 Budget, available here: <http://ssmu.mcgill.ca/about-us/who-we-are/fiscal-responsibility/>

For the Financial Plan, the Capital Expenditures Reserve Fund (CERF) is the most relevant fund because this fund contains the necessary capital in order to carry out capital purchases for equipment and leasehold improvements. CERF is a restricted fund used exclusively for capital expenditures. CERF includes both a current portion of this Fund, which is liquid, and the Investment Portfolio, which is not liquid. The Investment Portfolio of the SSMU is currently managed by Lester Asset Management and the current portion of CERF is used for ongoing capital purchases for the society.

The initial investment of \$1.8 million dated July 10, 2007 into the investment portfolio has grown over the years to \$2.9 million market value as of February 28, 2015. Refer to Appendix 1 for a table that displays the growth of the portfolio. The initial investment was generated from the sales of SSMU's share in the McGill Bookstore, which was previously operated by SSMU.



Established in May 1990, the Awards of Distinction Fund (ADF) scholarship was created with an endowment contribution of \$100,000 from Coca-Cola Bottling. Since its initial creation, Marriott, Miraval and Tiki-Ming Enterprises Inc., previous tenants in the Shatner University Center, have contributed to this fund. The fund is provided to students for their contributions to the McGill community; between two to four scholarships are awarded on an annual basis.

The Health & Dental Reserve Fund (HDRF) was created as a restricted reserve for any surplus Health and Dental fees collected. The referendum on the student fees for this plan was passed in 2005 and was renewed again most recently in 2012. This Fund accumulates over time in order to pay off future cost increases to students Health and Dental insurance plans. HDRF primarily exists in order to provide students with a stable cost for health and dental insurance from year to year while still covering all necessary and increasing costs to maintain these plans.

The Student Life Fund (SLF) was created in recent history to serve as a holding account for the year-end surpluses of the fee-funded and non-fee funded Services without having the surpluses roll into the CERF at the end of the year. Services receive any favourable or unfavourable surpluses from the previous fiscal year during the budget revision process in September. This account also transfers over surpluses from affiliated Student associations, SSMU Funds allocated by funding committee, and the Gerts Student Life Fund.

Lastly, there is one fund not monitored by the SSMU directly. This is the Internally Restricted Endowment Fund (IREF) which is held by the University. Upon the request of the SSMU, this fund can be used to cover costs for building investments once approved by the Deputy Provost (Student Life & Learning). As per an agreement signed by the SSMU executive in 2002, McGill was given the right to manage this money, approximately \$551,000. Every July, the University should provide an annual update on the balance in the fund and portion available to be paid out each year. Request for funding from the IREF will be submitted to the Office of the DPSLL by October 15th. Confirmation of the University's decision will be communicated to SSMU by December 1st. The University can refuse projects based on the following:

- Renovations would fund improvement to revenue-generating space (i.e. Gerts);
- Renovations would substantially increase the operating costs of the university;
- Renovations would contravene safety and signage regulations or municipal ordinance;
- SSMU hasn't submitted sufficient information to assess the financial costs, regulatory compliance, or architectural soundness of a proposed project.

In conclusion, the above mentioned funds are all a part of the Society's overall finances. The Financial Plan provides a multi-year budget for CERF, displaying the year-to-year balance of both the current portion of CERF and the Investment Portfolio.



Projected Investments

The projected necessary routine capital expenditure has been forecasted to be one-hundred and fifty thousand (150,000) dollars each year. This amount is conservative given the previous capital investments made by the society. Routine capital expenditure includes but is not limited to: equipment for Gerts and The Nest, computer hardware, leasehold improvements such as painting costs, software development costs. Routine capital expenditures do not include and large scale capital expenditures and are instead made up of many smaller capital expenditures necessary for the functioning of the society. The major upcoming capital investments required in the University Centre are as follows:

Project	Cost	Comments/Description
Server Consolidation	\$70K	To build a server room sufficient to handle the IT needs of the SSMU
Bike Facility Project	\$100K	This project involves moving the Flat Bike Collective to the basement space within SSMU and create a bike locker and storage system for their use
2nd Floor Cafeteria Renovation	\$400K	A full renovation of the cafeteria space on the 2nd floor of the University Centre to include more study and group meeting space
Lev Bukhman Room Renovation	\$95K	Renovation of the Legislative Council room to include a new A/V unit, a speaker system, new carpeting, and lighting
Furniture Replacement in Student Lounge	\$25K	Replacement of student lounge couches

This is a non-exhaustive list of projects. There are many other capital investments the SSMU intends on making. Much of this is contingent of McGill, and when they are able to make structural changes to the University Centre.



Five Year Capital Expenditures Reserve Fund Budget Explanation

The following budget is a multi-year budget for the Capital Expenditures Reserve Fund. The left column details the revenues and expenses of this fund. The two columns on the right demonstrate the projected balance of both the current portion of CERF and the Investment Portfolio.

The following assumptions have been used in the creation of this three year budget:

- The investment portfolio will earn a yearly absolute return of exactly 4%. This estimate has been deemed conservative and in line with the previous yearly returns of the Investment Portfolio, which are outlined in Appendix 1.
- The total of the investment portfolio yearly absolute return from the previous year will be liquidated and transferred into the current portion of CERF.

Endowment from Investment portfolio refers to the year absolute return from the Investment Portfolio to be liquidated and transferred into the current portion of CERF.

Additional Liquidation of the Investment Portfolio refers to the additional portion of the Investment Portfolio, after the Endowment transfer, which is required to be liquidated and transferred to the current portion of CERF. Thankfully, the current Five Year CERF Budget does not include any additional portion of the Investment Portfolio to be liquidated.



Five Year Capital Expenditures Reserve Fund Budget

2015-2016				Current CERF Balance	Investment Portfolio
	Start of Year Balance			\$500,000	\$2,900,000
Revenue					
Transfer from Operating Budget		\$50,000			
Endowment from Investment Portfolio		\$116,000			
Endowment from IREF		\$48,500			
Additional Investment Portfolio Liquidation		\$0			
Lev Bukhman Donation		\$20,000			
Total 2015-2016 Revenue		\$234,500		\$734,500	\$2,900,000
Expenses					
Routine Capital Expenditures		\$100,000			
Gerts--furniture, video wall, lighting		\$30,000			
2nd Floor Operations Renovation		\$45,000			
Bike Facility Project Phase 1		\$50,000			
Lev Bukhman Renovation		\$75,000			
Server Consolidation-- Basement		\$20,000			
Total 2015-2016 Expenses		\$320,000		\$414,500	\$2,900,000
2016-2017				Current CERF Balance	Investment Portfolio
	Start of Year Balance			\$414,500	\$2,900,000
Revenue					
Transfer from Operating Budget		\$50,000			
Endowment from Investment Portfolio		\$116,000			
Endowment from IREF		\$75,000			
Additional Investment Portfolio Liquidation		\$100,000			
Lev Bukhman Donation		\$20,000			
Total 2015-2016 Revenue		\$361,000		\$775,500	\$2,800,000
Expenses					
Routine Capital Expenditures		\$50,000			
SSMU Office Renovations		\$110,000			
Operations Renovation-- location TBD		\$45,000			
Cafeteria Project		\$300,000			
Bike Facility Project Phase 2		\$50,000			
Lev Bukhman Renovation		\$10,000			
Gerts Terasse		\$5,000			
Total 2015-2016 Revenue		\$570,000		\$205,500	\$2,800,000



2017-2018				Current CERF Balance	Investment Portfolio
	Start of Year Balance			\$205,500	\$2,800,000
Revenue					
Transfer from Operating Budget			\$50,000		
Endowment from Investment Portfolio			\$112,000		
Endowment from IREF			\$48,500		
Additional Investment Portfolio Liquidation			\$300,000		
Lev Bukhman Donation			\$20,000		
Total 2015-2016 Revenue			\$530,500	\$736,000	\$2,500,000
Expenses					
Routine Capital Expenditures			\$50,000		
HVAC			\$250,000		
Cafeteria Project			\$100,000		
Total 2015-2016 Revenue			\$400,000	\$336,000	\$2,500,000

Appendix 1: Investment Portfolio Historical Balance and Returns

The following table provides the value of the Society's investment portfolio over the years, up to and including the most recent month-end financial activity.

Date	Portfolio Balance	Returns
7/10/2007	\$1,800,000	
31/05/2008	\$1,798,771	-0.07%
31/05/2009	\$1,693,634	-5.84%
31/05/2010	\$1,979,277	16.87%
31/05/2011	\$2,389,679	20.73%
31/05/2012	\$2,420,438	1.29%
31/05/2013	\$2,622,996	8.37%
31/05/2014	\$2,774,301	5.77%
28/02/2015	\$2,918,344	3.12%



APPENDIX 2: GLOSSARY OF TERMS

Asset: Assets are defined as economic resources, from an accounting perspective. Items are considered assets when “the entity must provide evidence that it represent an economic resource and then link itself to that resource¹.” These include but are not limited to cash, accounts receivables, and inventory.

Capital Expenditure Reserve Fund: Fund created by the SSMU for long-term capital expenditures.

Expenses: These are charges incurred that are either accrued or paid for the operations of the SSMU, rent of the building, and so forth.

Fiscal Year: Twelve month period to calculate financial statements. For 2011 – 2012, the fiscal year is from June 1, 2011 to May 31, 2012.

Fixed Assets: Often tangible assets; these are non-current assets or property, plant, and equipment (PPE).

Deficit: This is a shortfall in revenues; the amount of expenses exceeds the revenues generated.

Generally Accepted Accounting Principles: This is a standard framework of the guidelines and conventions for financial accounting.

Revenues: These are the monies coming into an organization; for the SSMU, this includes the SSMU fees, sponsorship, etc.

Expenses: These are the monies flowing out or leaving an organization; for the SSMU, this includes the Rent and Utilities expense paid to McGill, salaries, etc.

Surplus: The amount of revenues exceeds the expenses incurred.

Capital Asset: any asset of the society which is expected to provide benefits for more than 1 year. This includes but is not limited to leasehold improvements and equipment.

Capital Expenditure: the purchase of a capital asset for more than \$500.

Current Portion of CERF: - the liquid portion of the Capital Expenditures Reserve Fund not managed as part of the investment portfolio. This portion of CERF is maintained for likely capital expenditures occurring within the year.

¹ Asset Definition from Intermediate Accounting 9th Addition by Kieso et al. (2010)