

SSMU Policy and Plan Book

Policies and Plans of the SSMU

Updated as of 2019-02-07





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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 Haudenosaunee and Anishinaabe, traditional territories

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	September 27, 2018 (Legislative Council) Adopted: April 11, 2013	May 1, 2019
Mental Health Policy and Plan	February 20, 2014 (Legislative Council) Amended: March 26, 2015	January 1, 2020
Policy on Accessible Education	March 20, 2015 (Referendum)	January 1, 2020
Policy on Consent Education and Sexual Assault and Sexual Violence-Related Policy Advocacy	April 9, 2015 (Legislative Council)	January 1, 2020
Policy on Campus Free from Harmful Military Technology	April 9, 2015 (Legislative Council)	January 1, 2020
Climate Change Policy	October 15, 2016 (Legislative Council)	May 1, 2020
Indigenous Solidarity Policy	March 31, 2016 (Legislative Council) Amended: March 9, 2017	January 1, 2021
Policy on Support for Family Care	October 15, 2016 (Legislative Council) Amended: March 31, 2016 Amended: February 7, 2019	January 1, 2021



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Human Resources Policy	April 7, 2016 (Legislative Council)	January 1, 2021
Accessibility Policy	April 7, 2016 (Legislative Council)	January 1, 2021
Smoking on Campus Policy	April 7, 2016 (Legislative Council)	January 1, 2021
Global Access to Medicines Policy	December 1, 2016 (Legislative Council)	May 1, 2021
Policy Against Unpaid Internships	March 9, 2017 (Legislative Council)	January 1, 2022
Policy on Implementation of a Fall Reading Break	March 21, 2018 (Referendum)	January 1, 2023
Sustainability Policy	April 5, 2018 (Legislative Council) Adopted: April 11, 2013	January 1, 2023
Equity Policy	April 05, 2018 (Legislative Council) Amended: April 9, 2015 Amended: April 7, 2016 Amended: March 23, 2017 Amended: April 11, 2013	January 1, 2023
Policy on Effective Committees	February 07, 2019 (Legislative Council)	January 1, 2023
Policy on VP Internal Intoxication and V.I.P Culture at SSMU Events	September 27, 2018 (Legislative Council)	May 1, 2023
Policy on Council Transparency	October 18, 2018 (Legislative Council)	May 1, 2023
Gendered and Sexual Violence Policy	October 11, 2018 (Legislative Council)	May 1, 2023



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Conflict of Interest Policy

February 21, 2019
(Legislative Council)

May 1, 2023



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POLICY ON CLUBS AND SERVICES AS SSMU'S HIGHEST PRIORITY

Adopted by Legislative Council: 2018/09/27

Expires: 2019/05/01

[Adopted Motion \(Link\)](#)

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 was passed by referendum in 2008, with a similar policy being passed in 2013.

WHEREAS, this policy was not renewed at its previous end date by last year's Legislative Council.

BE IT RESOLVED, that the primary obligation of the SSMU shall be to support affiliated student groups,

BE IT RESOLVED, that this policy shall be reflected in SSMU office staff priorities and workplans.

BE IT RESOLVED, that the SSMU Executives work with clubs and service to further develop the policy and amend it during the current academic year.

BE IT RESOLVED, that that this policy shall expire on May 1, 2019.

Moved by:



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Tre Mansdoerfer, *President*

Sophia Esterle, *Vice-President Student Life*

Brooke Callaghan, *Management Representative*

Garima Karia, *Arts Representative*



MENTAL HEALTH POLICY

Adopted by Legislative Council: 2014/02/20

Expires: 2020/01/01

[Adopted Motion \(Link\)](#)

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/>

American College Health Association (ACHA) National College Health Assessment. Canadian Reference Group Executive Summary Spring 2013. (2013) Retrieved from http://www.cacuss.ca/Library/documents/NCHA-II_WEB_SPRING_2013_CANADIAN_REFERENCE_GROUP_EXECUTIVE_SUMMARY.pdf

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Canadian Association of College & University Student Services and Canadian Mental Health Association (2013). *Post-Secondary Student Mental Health: Guide to Systemic Approach*. Vancouver, BC: Author.

Hodgson, K. J., Shelton, K. H., van den Bree, M. B., & Los, F. J. (2013). Psychopathology in young people experiencing homelessness: a systematic review. *Am J Public Health*, 103(6), e24-37. doi: 10.2105/ajph.2013.301318



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AKeyes, C. L., Eisenberg, D., Perry, G. S., Dube, S. R., Kroenke, K., & Dhingra, S. S. (2012). The relationship of level of positive mental health with current mental disorders in predicting suicidal behavior and academic impairment in college students. *J Am Coll Health*, 60(2), 126-133. doi: 10.1080/07448481.2011.608393

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McGill Student Services Briefing Book 2012 - 2013. (2013) Working document. Retrieved from http://www.mcgill.ca/studentsservices/sites/mcgill.ca.studentsservices/files/student_services_briefing_book_2012-2013_0.pdf

Mental Health Commission of Canada. (2013). Issue: Child and Youth. Retrieved from <http://www.mentalhealthcommission.ca/English/issues/child-and-youth?routetoken=712425bd2919361c055080696825385e&terminitial=20>

Purcell, R., Fraser, R., Greenwood-Smith, C., Baksheev, G. N., McCarthy, J., Reid, D., Sullivan, D. H. (2012). Managing risks of violence in a youth mental health service: a service model description. *Early Interv Psychiatry*, 6(4), 469-475. doi: 10.1111/j.1751-7893.2012.00372.

Romano, V., Genova, L., (2013). Student Psychological Wellbeing at McGill University: A report of findings from the Counselling and Mental Health Benchmark Study. Retrieved from http://www.mcgill.ca/senate/sites/mcgill.ca.senate/files/student_psychological_well-being_at_mcgill_october_2013.pdf

Wittchen, H. U., Nelson, C. B., & Lachner, G. (1998). Prevalence of mental disorders and psychosocial impairments in adolescents and young adults. *Psychol Med*, 28(1), 109-126.

2013/11/29: Called Florianne, Association facultaire étudiante des sciences humaines (AFESH-UQAM).

UQAM

- UQAM university services <http://vie-etudiante.uqam.ca/conseils-soutien/nouvelles-ressources.html>
- Centre d'écoute > Ressources > Santé mentale http://www.ecoute.uqam.ca/sante_ment.htm
 - A bit like Healthy McGill + phone line/in person support



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- Health Challenges <http://www.8defis.uqam.ca>
 - Health promotion program that targets several aspects including mental balance
 - For students, professors, staff
 - Free
- Service de soutien psychologique 514 987-3185
 - Basically, access to a psychologist through Student Services
 - 3 appointments
- Centre de services psychologiques de l'UQAM 514 987-0253
 - Psychotherapy
 - 12-15 appointments offered by students doing their PhD placements
- 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>
- 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
Student-run initiatives
- Comité de soutien aux parents étudiants, 514-987-3000, poste 5669
 - To help with study-family balance

Concordia

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

UdeM

- Centre de santé et de consultation psychologique <http://www.cscp.umontreal.ca/>
For students only
 - Psychology assessment: 20-80\$ depending on student category
<http://www.cscp.umontreal.ca/ConsultationPsychologique/frais.htm>
 - Health promo workshops & activities, support groups, group psychotherapy
 - All kinds of resources
<http://www.cscp.umontreal.ca/ConsultationPsychologique/publications.htm>



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*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>

References: <http://ssmu.mcgill.ca/wp-content/uploads/2010/04/how-to-run-a-service-2010-2011.pdf>

References: Canadian Mental Health Association. (2012). Get Informed: Awareness Weeks. Retrieved November 20, 2013 from <http://www.cmha.bc.ca/get-informed/events/awareness-weeks>



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.



Students' Society of McGill University

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Located on Haudenosaunee and Anishinaabe, traditional territories

II. Benchmarks:

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

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



POLICY ON ACCESSIBLE EDUCATION

Adopted by Referendum: 2015/03/20

Expires: 2020/01/01

[Adopted Motion \(Link\)](#)

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);

BE IT RESOLVED, THAT the SSMU adopt the following policy regarding accessibility to postsecondary education to expire on January 1, 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.



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Moved by:

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

Kareem Ibrahim, *Senate Caucus Representative*

Nancy Zhang, *Music Representative*

Patrick Dunbar-Lavoie, *Arts Representative*



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

Adopted by Legislative Council: 2015/04/09

Expires: 2020/01/01

[Adopted Motion](#)

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 Discrimination¹ 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

¹ <http://www.mcgill.ca/harass/harassment-sexual-harassment-and-discrimination-prohibited-law>



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, 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 Representative*

Lola Baraldi, *Arts Representative*



POLICY ON CAMPUS FREE FROM HARMFUL MILITARY TECHNOLOGY

Adopted by Legislative Council: 2015/04/09

Expires: 2020/01/01

[Adopted Motion](#) (Link)

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”,²

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 Research³ (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”⁴ (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”⁵ 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”⁶ in the preamble;

² <http://ssmu.mcgill.ca/wp-content/uploads/2008/10/SSMU-Constitution-English-2013-11-15.pdf>

³ <http://ssmu.mcgill.ca/wp-content/uploads/2012/08/SSMU-Policy-Book.pdf>

⁴ <http://ssmu.mcgill.ca/wp-content/uploads/2009/10/GA-Motion-Opposition-to-Canadian-Military-Involvement-in-Iran-2012-10-15.pdf>

⁵ http://www.mcgilldaily.com/2010/03/speaking_out_against_military_research_since_the_80s/

⁶ <https://www.mcgill.ca/files/secretariat/Conduct-of-Research-Regulation-on.pdf>



WHEREAS, McGill has remained non-transparent⁷ 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 January 1, 2020.

Moved By:

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

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

Patrick Dunbar-Lavoie, *Arts Representative*

⁷ <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/>



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”⁸ (\$380,000 contract⁹), and an unmanned ground vehicle (UGV) to “[support] military missions in complex operating environments”¹⁰ (\$245,000 contract¹¹).

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 DRDC11¹²).

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.¹³ Projects titles include “Measurement of the Limit of Shock Precompression and Induction Delay Time of Liquid Explosives”¹⁴ (2001) for DRDC, “Near-Field Impulse Effects from Detonation of Heterogeneous Explosives”¹⁵ (2001), and “Interaction of a blast wave with a metalized explosive fireball”¹⁶ (2010).

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

⁸https://www.scribd.com/fullscreen/239795292?access_key=key-WHO1liHNHSxCsJRu1l2O&allow_share=true&escape=false&show_recomm endations=false&view_mode=scroll p.15

⁹ <http://demilitarizemcgill.com/military-research/aerospace-mechatronics-lab/>

¹⁰ <https://www.scribd.com/doc/239795238/McGill-DRDC-Degree-of-Freedom-Robot-p.3>

¹¹ <http://demilitarizemcgill.com/military-research/aerospace-mechatronics-lab/>

¹² <http://publications.gc.ca/collections/Collection/D1-14-2000E.pdf>

¹³ <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>

¹⁴ <http://people.mcgill.ca/files/andrew.higgins/cv.andrew.higgins.pdf>

¹⁵ <http://www.mcgill.ca/mecheng/fr/node/140>

¹⁶ <http://www.mcgill.ca/mecheng/fr/node/1164>



CLIMATE CHANGE POLICY

Adopted by Legislative Council: 2016/10/15

Expires: 2020/05/01

[Adopted Motion \(Link\)](#)

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 Hemisphere¹⁷.

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)¹⁸.

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 diesel¹⁹.

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 parallel²⁰.

¹⁷ Damerow, Harold. "Global South." Global South. August 27, 2010. Accessed October 13, 2015

¹⁸ Ibid

¹⁹ "What Is Oil Sands?" Alberta Energy. Accessed October 13, 2015.

²⁰ "Plan Nord." Plan Nord. Accessed October 13, 2015.



3. Context

3.1. Climate Change. Over 97% of actively publishing climate scientists agree that the primary cause of climate change is anthropogenic in nature²¹. 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 years²². 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 cyclones²³. 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 2030²⁴.

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 emissions²⁵. Climate change affects the three major dimensions of sustainability: social, economic and environmental²⁶. 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 disproportionately affects low-income people, people of colour and indigenous communities²⁷. 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 change²⁸. The populations

²¹ Damerow, Harold. "Global South." Global South. August 27, 2010. Accessed October 13, 2015.

²² "What Is Oil Sands?" Alberta Energy. Accessed October 13, 2015.

²³ "Plan Nord." Plan Nord. Accessed October 13, 2015.

²⁴ 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.

²⁵ Oreskes, Naomi. "The scientific consensus on climate change." *Science* 306, no. 5702 (2004): 1686-1686.

²⁶ 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)

²⁷ <http://www.who.int/heli/risks/climate/climatechange/en/>

²⁸ <http://ssmu.mcgill.ca/wp-content/uploads/2012/08/SSMU-Policy-Book.pdf>



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 change²⁹. 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.³⁰ For example, the fossil fuel industry directly prevented the installation of stricter climate change policies in Canada at least twice in 2013 alone.^{31,32}

4. Framework

4.1 Principles for Advocacy. The SSMU will formally adopt a framework of climate justice, in accordance with our values³³, based on anti-oppression. The SSMU will refer to the following framework when organizing around climate change:

- a) **Anti-oppression.** 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.

²⁹ 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)

³⁰ <http://www.climateaccess.org/resource/climate-change-african-americans-global-warming-and-just-climate-policy-us>.

³¹ 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.

³² https://www.wmo.int/pages/themes/climate/causes_of_climate_change.php

³³ <http://ssmu.mcgill.ca/wp-content/uploads/2012/08/SSMU-Policy-Book.pdf>



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 Plan³⁴.

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.

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

³⁴ <http://ssmu.mcgill.ca/wp-content/uploads/2012/08/SSMU-Policy-Book.pdf>



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.

7.1.1 Lobbying . 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 Tactics. 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 campaign³⁵ 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

³⁵ <http://www.theglobeandmail.com/report-on-business/industry-news/energy-and-resources/oil-industry-successfully-lb>



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Located on Haudenosaunee and Anishinaabe, traditional territories

of oil pipelines in the province.³⁶ 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.

³⁶ <http://www.cbc.ca/news/politics/energy-industry-letter-suggested-environmental-law-changes-1.1346258>



INDIGENOUS SOLIDARITY POLICY

Adopted by Legislative Council: 2016/03/31

Expires: 2020/01/01

[Adopted Motion \(Link\)](#)

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. Implementations

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. 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.

5.0 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



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Located on Haudenosaunee and Anishinaabe, traditional territories

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

Adopted by Legislative Council: 2016/10/15

Expires: 2021/01/01

[Adopted Motion \(Link\)](#)

Background

The SSMU has a history of and constitutional mandate³⁷ to take leadership on issues of equity and social justice. This dedication has been demonstrated in the creation of an Equity Policy³⁸ for the SSMU. This Equity Policy addresses the anti-oppressive stance the SSMU has towards issues of discrimination based on gender identity, gender expression, age, race, ethnic or national origin, religion, sexuality, sexual orientation, ability, language, size, or social class. The SSMU recognizes that this Equity Policy, in its current form, does not explicitly recognize the discrimination and exclusion faced by Students with Dependents, Pregnant, or Breastfeeding student and aims to actively 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.

³⁷ SSMU Constitution 2016-02-04

³⁸ SSMU Policy and Plan Book 2016-10-15



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 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 prior to each academic year, in August, 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, which must also be made publically on the SSMU's website.

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 VP Student Life in conjunction with the Building Manager shall endeavour to increase the accessibility of the William Shatner University Centre (following renovations) and the 3501 Peel street



for undergraduate Student Parents and their children through the implementation of one or more child-friendly spaces for Student Parents and their children,

2.2.1. Including a private space for Breastfeeding or liaising with campus groups and/or administration for other spaces on campus with the VP University Affairs

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.

2.3.1. Creation of available caregiver list (one of the largest recurring challenges with this project is communications. Because there is no list of caregivers and parents any place, communications must be done in a very piecemeal way (emailing both daycares, emailing my listserv, emailing through the student associations, emailing through ISS). This should be addressed in the coming year thanks to the inclusive registration project, which allows people who identify as caregivers to receive our communications once they register for classes).³⁹

2.3.2. Inclusion of childcare possibilities for events in club workshop and club handbook and every clubs & services listserv.

2.3.3. Addition of required childcare provision upon request as a requirement for clubs.

2.4. The SSMU Executive Committee shall ensure that all SSMU-run or SSMU-endorsed events held in the William Shatner University Centre or other SSMU spaces 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.

2.6.1. This can be done by launching a survey which polls the Undergraduate student body on its needs regarding Family Care beginning in 2019.

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

³⁹ https://mcgill.ca/sustainability/files/sustainability/sp0140_frc_finalreport_may2017.pdf



2.8. The Funding Committee will consider whether funding-seeking student groups will be making childcare services available at their events, upon request.

2.8.1. The Funding Committee may make recommendations to create funds to do so if it is not possible including but not limited to; budget changes, surplus fee reallocation.

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:

3.1. The Offices of the Vice-President (University Affairs) and President shall lobby the University to institutionalize better support for Students with Dependents

3.1.1. A University-wide leave of absence policy for all Students with Dependents

3.1.2. It must also advocate for a more accessible medical note policy for staff and Students with Dependents.⁴⁰

3.1.3. An Accommodation Policy for Students who are Pregnant or Breastfeeding who require lab work to fulfill degree requirements.

3.2. The Offices of the Vice-President (University Affairs) and Vice-President (Student Life) will 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.

3.2.1. Inclusion of available rights for Student Parents and Students with dependents in the Know Your Rights Campaign.

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 persons⁴¹.

4. Reporting

The Office of the Vice-President (University Affairs) and the SSMU representative to pertinent Joint

⁴⁰ 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.

⁴¹ <http://headandhands.ca/programs-services/young-parents-program/>, <http://www.yellowdoor.org/generations.html>, <https://midnightkitchencollective.wordpress.com/24-2/>, <http://qipirgmcgill.org/>



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Board Senate Committee on Equity Subcommittees on Women, Family Care and Disabilities 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 and publicly on the SSMU website.

4.1. Should the Vice President (University Affairs) fail to report, the Speaker should remind counselors of this when they complete the accountability survey.

4.2 Failure to report will also result in a complaint made to the accountability committee.



HUMAN RESOURCES POLICY

Adopted by Legislative Council: 2016/04/07

Expires: 2021/01/01

[Adopted Motion \(Link\)](#)

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.

4.1. 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.

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

4.3. 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.

4.4. 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.

4.5. 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 report. 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

Adopted by Legislative Council: 2016/04/07

Expires: 2021/01/01

[Adopted Motion \(Link\)](#)

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.”⁴²

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,⁴³ 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

⁴² SSMU Constitution, amended March 18, 2016

⁴³ Policy Concerning the Rights of Students with Disabilities, last amended by McGill Senate in 2005.



projects⁴⁴ on a campus that still lacks barrier free access to many physical spaces⁴⁵. 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 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.

⁴⁴ McGill University Barrier-Free Design Standards, McGill Facilities

⁴⁵ Guide to Accessibility on the Downtown Campus, Office for Students 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. Ableism is the belief system that underlies negative attitudes, stigma, and discrimination against people with disabilities.

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.

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.

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.

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 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. 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. 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.

2.3. 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).

2.4. 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.

2.5. 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).

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

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

3. 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.



3.1.1. 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. 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. 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. 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.



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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.

7. 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

Adopted by Legislative Council: 2016/04/07

Expires: 2021/01/01

[Adopted Motion \(Link\)](#)

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 2015⁴⁶ 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 Society⁴⁷ 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,⁴⁸ 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 institutions⁴⁹), offer smokers appropriate and

⁴⁶ <http://www2.publicationsduquebec.gouv.qc.ca/dynamicSearch/telecharge.php?type=5&file=2015C28F.PDF>

⁴⁷ https://docs.google.com/forms/d/1D00nA3uk6ZVyk7d7TC2sibUQgJqc6SbsMpG9Qfs1D1l/viewanalytics?usp=form_confirm

⁴⁸ <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

⁴⁹ <http://www.cdc.gov/features/vitalsigns/smokingandmentalillness/>



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 class⁵⁰, gender, sexuality⁵¹, as well as other points of intersection.

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.

⁵⁰ http://www.tobaccofreemaine.org/channels/special_populations/low_income_and_education.php

⁵¹ http://www.thedccenter.org/facts_smoking.html



Implementation

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

1. 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. 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. 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. 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 areas⁵². In addition, through our survey⁵³ and plebiscite question⁵⁴, students have indicated that they are in favor of the temporary use of smoking shelters in order to transition to

⁵² 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

⁵³ <http://www2.publicationsduquebec.gouv.qc.ca/dynamicSearch/telecharge.php?type=5&file=2015C28F.PDF>

⁵⁴ <https://ssmu.simplyvoting.com/index.php?mode=results&election=42041> (see Appendix A for plebiscite text)



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.

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.



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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](#)



GLOBAL ACCESS TO MEDICINES POLICY

Adopted by Legislative Council: 2016/12/01

Expires: 2021/05/01

Adopted Motion

WHEREAS, the SSMU is committed to “demonstrating leadership in matters of human rights [and] social justice,”⁵⁵ as well as to social sustainability;⁵⁶

WHEREAS, pharmaceutical patenting in developing countries restricts generic competition and raises prices of drugs that hinders access to life-saving medicines;⁵⁷

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;⁵⁸

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;⁵⁹

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;⁶⁰

⁵⁵ Preamble, “Leadership,” SSMU Constitution.

⁵⁶ Introduction, Vision and Understanding Sustainability, Social, [SSMU Sustainability](#) Policy.

⁵⁷ Sampat, B. N. (2009, January). [Academic Patents and Access to Medicines in Developing Countries](#). American Journal of Public Health, 99(1), 9-17.

⁵⁸ [uaem.org](#).

⁵⁹ 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.

⁶⁰ Chen (2010).



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 magnitude⁶¹ at no loss of licensing revenues⁶²;

WHEREAS, the Association of University Technology Managers (AUTM), Boston University, Brown University, Harvard University, Oregon Health & Science University, University of Pennsylvania, and Yale University 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)⁶³ 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.'

⁶¹ Sampat (2009).

⁶² Chen (2010).

⁶³ [Statement of Principles and Strategies for the Equitable Dissemination of Medical Technologies.](#)



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 responsibility⁶⁴ ;

WHEREAS, many pharmaceutical and biotechnology companies have acknowledged sublicensing to 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 Pharmaceuticals⁶⁵ ;

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 contexts⁶⁶ ;

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 welfare⁶⁷ ;

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.⁶⁸

BE IT RESOLVED, THAT the SSMU adopted the following policy regarding global access to medicines, to expire on May 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.

⁶⁴ Chen (2010)

⁶⁵ Chen (2010).

⁶⁶ <https://www.mcgill.ca/newsroom/channels/news/mcgill-tops-canadian-universities-biotech-patents-21915>.

⁶⁷ [McGill University Mission Statement](#).

⁶⁸ [Policy on Intellectual Property](#).



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BE IT 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*



POLICY AGAINST UNPAID INTERNSHIPS

Adopted by Legislative Council: 2017/03/09

Expires: 2022/01/01

[Adopted Motion \(Link\)](#)

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.”⁶⁹ 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.

⁶⁹ “Motion Regarding Unpaid Internships,” Students’ Society of McGill University (2015).
<http://ssmu.mcgill.ca/wp-content/uploads/2009/10/Motion-Regarding-Unpaid-Internships1.pdf>



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:

1. Almost one-fourth of youth are unemployed, underemployed, or have given up looking for work.⁷⁰
2. Unpaid internships exacerbate social inequalities by excluding from many prestigious and meaningful fields those students who cannot afford to work for free.⁷¹
3. Unpaid internships are already illegal in most situations in numerous jurisdictions across Canada, but continue to exist because of lax enforcement.⁷²
4. Unpaid internships risk eliminating entry-level jobs and lowering starting wages for all, but particularly young workers.⁷³

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.⁷⁴

⁷⁰ "Youth Unemployment and Underemployment in Canada," Canadian Teachers' Federation (2014).

<http://www.ctf-fce.ca/Research-Library/Brief-Youth-Unemployment.pdf>

⁷¹ "Why Unpaid Internships Mean Inequality of Opportunity," Macleans (2013).

<http://www.macleans.ca/economy/business/why-unpaid-internships-means-inequality-of-opportunity/>

⁷² "What is the law?" Canadian Interns Association (2015). <http://www.internassociation.ca/what-is-the-law/>

⁷³ 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

⁷⁴ "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>



5. In one Ontario inspection, 42% of companies with interns were found to be breaking the Employment Standards Act's conditions on internship remuneration.⁷⁵

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.⁷⁶

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 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;⁷⁷ 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;⁷⁸ 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);

⁷⁵ "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

⁷⁶ "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-l-internat-en-psychologie--une-victoire-pour-les-doctorantes-et-la-sante-mentale-au-quebec-607758076.html>

⁷⁷ "Speak louder than racism," The McGill Daily (2016). <http://www.mcgilldaily.com/2016/02/speak-louder-than-racism/>

⁷⁸ "Question Regarding Faculty Internship Programs," McGill University Senate (2016).

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



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
- 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:⁷⁹

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.

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.⁸⁰

⁷⁹ "CACEE Statement on Unpaid Internships" Canadian Association of Career Educators and Employers (2012). http://www.cacee.com/CACEE_Statement_on_Unpaid_Internships.html

⁸⁰ "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



Furthermore, Concordia University has developed salary guidelines⁸¹ and sample responsibilities⁸² 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 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:

⁸¹ "Student salary guidelines," Concordia University Institute of Co-operative Education (2017).
<http://www.concordia.ca/academics/co-op/employers/student-salary-guidelines.html>

⁸² "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>



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.



Students' Society of McGill University

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Located on Haudenosaunee and Anishinaabe, traditional territories

POLICY ON IMPLEMENTATION OF A FALL READING BREAK

Adopted by Referendum: 2018/03/21

Expires: 2023/01/01

[Adopted Motion \(Link\)](#)

WHEREAS, the SSMU is committed to “demonstrating Whereas, 61% of Canadian universities have already implemented four or more study days in the Fall semester;⁸³

WHEREAS, evidence suggests that a Fall Reading Break reduces stress levels in students, particularly first-year students;⁸⁴

WHEREAS, a 2015 survey of 5112 students conducted by Enrollment Services found that 71.5% of respondents were in favour of a Fall Reading Break;⁸⁵

WHEREAS, a Proposal for a Fall Reading Break at McGill University has already been developed;⁸⁶

WHEREAS, the Students' Society of McGill University (SSMU) has supported proposals for a Fall Reading Break in the past;⁸⁷

BE IT RESOLVED, THAT that the SSMU renew its stance of support for a Fall Reading Break at McGill University;

BE IT RESOLVED, THAT the SSMU support campaigns for the implementation of a Fall Reading Break at McGill University through the offices of the Vice-President (External Affairs) and Vice-President (University Affairs);

⁸³“Fall Reading Week up for approval at Western Senate“

https://www.westerngazette.ca/news/administration/fall-reading-week-up-for-approval-at-western-senate/article_9c29a4b4-efa4-11e6-bb-cd-2f38abac1e3f.html

⁸⁴“Exploring the Impact of a Fall Break on Student Mental Health Outcomes – Year 1 Report.” http://www.brocku.ca/webfm_send/33279

⁸⁵“SSMU Council passes motion of support for Fall reading week“

<http://www.mcgilltribune.com/news/ssmu-council-passes-motion-support-fall-reading-week-11238/>

⁸⁶ “Fall Reading Break Proposal”

<http://ausmcgill.com/wp-content/uploads/2015/11/Appendix-%E2%80%93-Fall-Reading-Break-Proposal.pdf>

⁸⁷“Motion Regarding the Endorsement of the Proposal for a Fall Reading Break”

<https://ssmu.ca/wp-content/uploads/2015/07/Motion-Regarding-Endorsement-of-the-Proposal-for-a-Fall-Reading-Break.pdf?x26516>



BE IT RESOLVED, THAT the SSMU through the Office of the Vice-President (University Affairs), lobby the University to implement a Fall Reading Break at McGill University as soon as possible;

BE IT RESOLVED, THAT the SSMU, through the Office of the Vice-President (External Affairs), lobby the provincial government for legislation implementing a Fall Reading Break;

BE IT RESOLVED, THAT the SSMU encourages the Senate Caucus to pursue implementation of a Fall Reading Break until said break is implemented or this policy expires;

BE IT RESOLVED, THAT this policy be valid for five years until January 1st, 2023, when it will be brought back to the membership for renewal;

BE IT RESOLVED, THAT this Motion be brought to the SSMU membership for approval during the 2018 Winter Referendum period under the question:

“Do you agree that the Policy on Implementation of a Fall Reading Break be adopted as a policy of the SSMU?”

BE IT RESOLVED, THAT the SSMU Legislative Council endorse the adoption of the Policy on Implementation of a Fall Reading Break.

Moved by:

Muna Tojiboeva, *President*

Danny Dinh, *PTOT Representative*

Anthony Koch, *First Year Council Representative*



SUSTAINABILITY POLICY

Adopted by Legislative Council: 2018/04/05

Expires: 2023/01/01

[Adopted Motion](#)

Introduction: Mission and Vision

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 provide more tangible recommendations and strategies to improve sustainability in the SSMU context, as well as measures of accountability to ensure that initiatives and goals are implemented and executed.

Students at McGill and across Canada have led efforts to make our campuses more sustainable.⁸⁸ 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 large number of important services for students and are leading movements to improve sustainability at McGill, including the work and advocacy done by groups such as Divest McGill, ECOLE, McGill Permaculture Club, 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, the Black Students Network, and many more.

The pursuit of a sustainable campus has largely hitherto been led by students, and SSMU must continue to 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.

Mission

To achieve sustainable practices by balancing and integrating economic, social, and environmental considerations in the way it acts, and by having people collaborate to achieve this balance. The SSMU's commitment to sustainability is first and foremost outlined in the Preamble of the SSMU

⁸⁸ <https://www.mcgill.ca/sustainability/spf;https://ssmu.ca/wp-content/uploads/2013/04/SSMU-EquityPolicy-Revisions.pdf?x26516>



Constitution⁸⁹ :

- “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.”

Further, the SSMU shall demonstrate leadership for sustainability by:

- fostering sustainability across campus and beyond through our advocacy, leadership, and all public actions;
- engaging students and student groups, connecting people who share the same ideas for change and coordinating projects with multiple stakeholders;
- promoting awareness of sustainability through its communications, informational resources and mandatory annual, in-depth trainings for SSMU executives and staff, and by leading by example in the delivery of events, services, and political action;
- Applying sustainability within its internal operations, through creating a just, empowering community within SSMU staff that encourages, incentivizes, and supports sustainability initiatives by minimizing barriers, providing tools and knowledge, and sets high standards for the SSMU’s sustainability practices;
- 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.

⁸⁹ <https://ssmu.ca/wp-content/uploads/2008/10/SSMU-Constitution-2015-02-21-EN.pdf>



Vision

As efforts for a sustainable SSMU and a sustainable campus intensify, the SSMU should not only successfully and meaningfully support grassroots student initiatives, but also serve as a leader for social, environmental, and economic sustainability.

1. Definitions

Sustainability: As defined in section 2, Sustainability is an approach and practice that allows present generations to meet their needs without compromising the needs of future generations, and includes environmental, social and economic considerations.

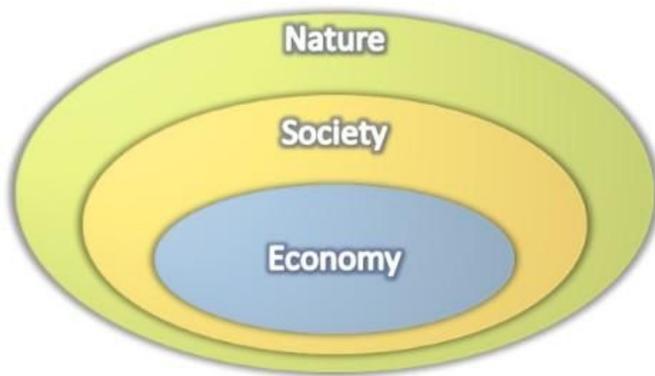


Fig. 1. This image, which consists of nested spheres, illustrates how we should consider and understand the 3 spheres or pillars of sustainability. “Nature” encompasses all of the physical world we are in, commonly referred to as the “Environment”. A sub-section of that is all of human “Society”, and “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.

Student organizations: all clubs and services operating under SSMU.

Student Associations: University-level or faculty-level groups that are governed by elected student representatives.

Officers vs Executives: Both refer to the elected SSMU Executives.

2. Scope

This Policy shall apply to:

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



3. Understanding Sustainability

Sustainability in this context is about balancing and integrating environmental, social, and economic 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.

3.1 Environmental

Practices that lead to resilient ecosystems which can support healthy life and lifestyles. To that end, the SSMU will strive to:

- Eliminate its contribution to the progressive buildup of substances extracted from the Earth's crust (for example, heavy metals, fossil fuels, greenhouse gas emissions) by reducing unnecessary purchasing of materials, opting for more sustainable materials when possible, encouraging, advertising, and incentivizing the usage of reusable materials and containers at events, and reconsider traditional methods of distribution of information through promotional materials;
- Eliminate its contribution to the progressive buildup of chemicals and compounds produced by society (for example, dioxins, PCBs, and DDT) by transitioning to materials that do not contain such chemicals⁹⁰ and by more strongly advertising and supporting the current electronic recycling program;
- 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) by prioritizing the minimal use of these materials in general, and choosing products and/or vendors/corporations that adhere to socially and environmentally responsible guidelines.

3.2 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 inequality has been shown to be well correlated to ecological degradation.⁹¹ 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 service to the communities of which it is a part, in keeping with

⁹⁰ For example: sustainably-sourced and manufactured LED lighting

⁹¹ 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>)



the values laid out in the Constitution and Equity Policy. Please refer to the Equity Policy updated in April 2018 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.
- it encourages and provides additional support for projects and initiatives that address multiple aspects of sustainability, such as environmental and social.

3.3 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.
- Emphasize, communicate, and advocate to partners, donors, sponsors, administration, and other relevant parties that short-term investments in sustainability projects virtually always lead to long-term financial gains as long as the necessary maintenance is carried out.

4. SSMU's role fostering a community of sustainability

4.1 Overview of the SSMU's role

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;
- Work to build awareness of sustainability issues, and work to ensure that its internal practices adhere to a high standard of sustainable behaviour;
- 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.
- Take on the responsibility of reaching out to other groups to learn more about their activities, advocacy and research, what is going on and informing others of what is happening with the SSMU.



4.2 Coordination

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 ensuring it does not create extra or unnecessary burden for its collaborators

4.3 Facilitation

The SSMU will facilitate sustainability advocacy, resources and education for its members by:

- Hosting an annual SPOKES (Students Pursuing Opportunities and Knowledge in Environment and Sustainability) conference
- providing mandatory and non-mandatory workshops on sustainable event planning (See Section 7)
- Communicating sustainability opportunities through the Sustainability Corner (see Appendix A)

Other programming carried out through the academic year.

4.4 Outreach

The SSMU, in an effort to create a more sustainable community, will reach out to relevant groups in the community to (a) look for beneficial collaborations (b) Inform the community at large as to what the SSMU is doing for their reference (c) prevent the duplication of efforts on campus and (d) seek out best practices.

4.5 Awareness-Raising

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 educational opportunities, for example, Mini-Courses and workshops, that help students practice sustainable lifestyles that may be otherwise financially inaccessible, such as living zero-waste;
- Providing educational signage about sustainable practices such as using reusable dishes in dining areas in the building.
- Promoting other ongoing educational opportunities and events in the community, promoting collaboration to increase the scope and impact of beneficial initiatives⁹²;

⁹² Relevant people include the VP Student Life, General Manager, Building Committee for Shatner Building projects, Environment Committee, Sustainability Commissioners



- Providing and compiling resources on SSMU's outreach and communication platforms to help all members of the Society fulfill the goals and act according to the values outlined in this policy

Responsibility for determining what issues and campaigns to focus resources falls on relevant Executive Officers, SSMU Committee(s), the society's General Assembly and its Legislative Council. More information on responsibilities can be found in the Appendices.

5. Internal practices and procedures

The SSMU will strive to be a model for sustainable 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 Executive-Commissioner relationship

- Sustainability Commissioners will provide sustainability trainings for Executives during their training periods.
- Executives will meet with the Sustainability Commissioners at the beginning of their term and throughout the year to develop a tailored plan to incorporate sustainability into their portfolios.

5.1.1 Reporting

Staff and committee report successful innovations to executives, and briefly to Council according to the relevant reporting schedules;

5.1.2 Role Modelling

The SSMU Executive and staff shall role model sustainability during daily practices by only using reusable or compostable containers in the distribution of food or beverage in meetings and in the SSMU Office.

In addition, 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.

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 will seek to make the William Shatner University Centre Building operate as sustainably as possible. This is the responsibility

5.2. Building

The SSMU will seek to make the William Shatner University Centre Building and all other associated SSMU spaces operate as sustainably as possible through its operations and the responsibilities of the Building Manager, Sustainability Commissioners and the SSMU Executives whose mandate includes operations if such a role exists.

5.2.1 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 individuals involved with building design and construction undergo
 - training on equity, ableism, universal design;
 - provides infrastructure to assist sustainable lifestyle choices;
 - ensures safety, above and beyond fire code and alcohol regulations.

5.2.2 Use of space

The SSMU will seek to ensure that the spaces under its purview are used in a way that:

- Facilitates a safer space for all students in accordance with SSMU's Equity Policy⁹³
- Aims to reduce the amount of waste (e.g. disposable cups and other materials) the space or events held in the space generate;
- Materials enter the right waste streams;
- Prioritizes student interests and services for students.

⁹³ Article 3.2



5.2.3 Purchasing

- The SSMU will adhere to the Ethical Investment Policy and Purchasing Policy.
- 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 Administrator(s) will undergo tailored sustainability training, whereby the Sustainability Commissioners will work with them to identify key areas of consumption and how to mitigate the waste produced.
- 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. Suggestions of such organizations can be requested from the Sustainability Commissioners, Equity Commissioners, and/or Sustainable Events Team.
- The SSMU will work with applied student research and McGill Food & Dining Services (MFDS) to continually improve the sustainability standards of all food providers on McGill campus and will prioritize waste reduction, then waste management. Relevant people for these practices include the President, General Manager, tenants in the building, and Executive Chef of SHHS, or otherwise the individual in charge of operations and sustainability within McGill Food and Dining Services.
- The SSMU will encourage all vendors that sell food and beverages to stop the sale of bottled water in the University Center. Failure for a vendor to comply with this policy will be asked to attend a review meeting carried out by the Sustainability Commissioners, supervising SSMU Executive and General Manager.
 - Further, the SSMU will include sustainability as a factor when negotiating new vendor agreements and corporate sponsorships.

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. The SSMU will support 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 economic⁹⁴.

⁹⁴ Definition adapted from Advocates for Youth <http://www.advocatesforyouth.org/storage/advfy/documents/safespace.pdf> accessed on March 21, 2012sustainability.



6. 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.

The SSMU will actively encourage events held within the University Centre to use only reusable materials, mandating that events within the University Center use only compostable materials if disposable materials are used at all.

The SSMU will eliminate the distribution of bottled water and non-compostable disposable materials during all internal events affiliated with the SSMU, such as but not limited to, Orientation (Frosh) and 4Floors.

7. Clubs and Services

Clubs and Services must attend a minimum of 1 Sustainable Event Planning workshop per year, facilitated by the Vice-President (Student Life) and Sustainability Commissioners to further support the implementation of sustainability in the club or service's operations. The Sustainable Event Planning workshop includes training on all aspects of sustainability, with particular emphasis on environmental and social sustainability. Failure to attend will factor into club status. Clubs and Services who are found to be in repeated violation (1 or more) of this policy will attend an obligatory meeting with the Sustainable Events Planning Team or Sustainability Commissioners. If violations continue, Clubs and Services in question will be subject to a review by the Clubs Committee and Services Review Committee, respectively.

8. Implementation

8.1 Leadership

While all of the SSMU decision-makers are responsible for implementing this policy, the SSMU Executives, the Sustainability Commissioners, student staff within the Sustainability and Equity portfolios, and the Equity and Environment Committees must champion leadership and support, in line with the guidelines found in Appendix A.



8.2 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.

9. Reporting and Accountability

9.1 Accountability within the SSMU Executive

The SSMU Executive shall report on all progress achieved within the purview of this policy to Council once in the Fall Semester and twice in the Winter semester with support from the Sustainability Commissioners and leadership from the president.

9.1.1 Final Report of the Academic Year

The final report of the academic year shall constitute an annual report compiled by the President, Sustainability Commissioners and Environment committee, and shall include:

- Recommendations approved by the previous years' Council
- Work achieved that academic year and up-to -date campus initiatives
- SSMU's current organizational capacity in relation to this policy
- Updated implementation plan and benchmarking rubrics⁹⁵
- Recommended goals of the following academic 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.

9.1.2 Collaboration with the Sustainability Commissioners

The Sustainability Commissioners will hold monthly meetings with the SSMU Executives in order to develop plans to incorporate sustainability into their portfolios.

⁹⁵ This shall not be allowed to detract from pursuit of qualitative or difficult-to-measure efforts



APPENDIX A

Responsibilities of Specific Positions and Committees within the SSMU

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 Executive 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 executive meetings and how they affect this policy. Decision-making frameworks should be developed shortly after the Sustainability training in May to ensure 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. In the event of the creation of new committees pertaining specifically to sustainability, such as those involving administration, the President should advocate for the most qualified student to serve as the representative. Oftentimes, this will be the Sustainability Commissioner.
- 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) Sustainability Commissioners.

VP Student Life

- The Vice-President (Student Life) 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)
- They should distribute information to all Clubs, Services, and students on issues pertaining to bottled water and promote the sustainable alternative of tap water, other sustainable methods of water distribution, and readily available services related to waste reduction such as The Plate Club.



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

- The Vice-President (Finance) has the responsibility of ensuring the implementation of the Ethical Investment Plan and Purchasing Policy;
- 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 will create and maintain a "Sustainability Corner", similar to the "Dean's Corner" on the SSMU Listserv, wherein one upcoming event or project in which students can become involved related to sustainability is featured.
- The VP Internal oversees several Frosh Coordinators over the summer, and a Sponsorships Coordinator when needed throughout the year.
- The VP shall ensure that the Sustainability Policy is followed in Frosh and refrain from the distribution or sale of any bottled water and non-compostable plastic. Further, the VP Internal should aim to work with sustainable manufacturers in the purchase of Frosh merchandise, a list of which can be obtained through the Sustainability Commissioners and/or the exit report from Frosh 2017.

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 Commissioners.



Role of Council and Councillors

Description: SSMU Council, the highest decision-making body of SSMU (in practice but not in law), meets every two weeks and consists of approximately 25 McGill undergrad representatives. 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 volumes 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 (SSMU Executives and Sustainability 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 their roles 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 consists of over 100 people. There are about a dozen SSMU senators from all over campus. Any one of them may ask a question or make a proposition at Senate. 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. Since it may be difficult to get enthusiastic support from all senators for one initiative, 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 Sustainability Commissioners

The Environment Committee (EC) is chaired by the Sustainability Commissioners. The Sustainability 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)

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 updated in April 2018. What follows here is a short addition connecting the Equity Committee and Equity Commissioners to the work of the Environment Committee and Sustainability 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



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mainly concerned with social sustainability as described in this document and Environment Committee is mostly concerned with environmental sustainability.



EQUITY POLICY

Adopted by Legislative Council: 2018/04/05

Expires: 2023/01/01

[Adopted Motion \(Link\)](#)

1. Background

The Students' Society of McGill University (SSMU) has a longstanding history of advocating for 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 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 addresses the imbalance in social standards to create and uphold 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. 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.”

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 condone organizations that continue to promote or engage in discrimination, harassment or harm to members of the Society within the definition of oppression as per the policy.

1.1.7. SSMU-facilitated equity training(s) must be provided to all elected officers and representatives, members of the Board of Directors, Judicial Board members and student staff on a yearly basis.

1.1.8. Decision-making bodies within the SSMU invoking the Equity Policy must consult the Equity Commissioners as a part of their consultation process.

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, as outlined in the preamble of the SSMU Constitution.

1.2.2. Programs or activities whose purpose it is to improve the conditions of, or provide safer spaces for groups that have been historically and culturally disadvantaged are not deemed discriminatory or oppressive by advocating for specific resources, conditions and spaces to address the social and systemic barriers they face.



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 to be applied in such a way that uplift the perspectives and voices of members of the society that have been historically disadvantaged by various systems of oppression, and ensures respect for these members during discussion on campus that implicate their identities.

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.

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

2.1.4. 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 **Bad faith:** An intentional dishonest act demonstrated as failing to fulfill the obligations outlined in this Policy.



3.2 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.

3.3. Diversity: the existence of differences in needs and relations, 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.

3.4. 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.

3.5. Privilege: an unearned advantage or immunity knowingly or unknowingly held by a group of persons in a position of power. This is typically used to the disadvantage of others and maintained by systems of oppression.

3.6. Marginalization: the exclusion and relegation of certain individuals and groups to positions of lesser value, power, and access to opportunity within society.

3.7. 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.

3.8. Discrimination: the differential treatment of an individual or group, typically to their disadvantage, on the basis of their perceived status or characteristics.

3.9. Good faith: An intentionally honest or sincere fulfillment of an obligation outlined in this Policy.

3.10. 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.

3.11. Intersectionality: the recognition that individuals may experience interconnected systems of oppression differently, in varying configurations and degrees of intensity. This



recognizes the larger structures of oppression that form and work in conjunction with each other to produce “certain identities.”⁹⁶

3.12. Equity Officer: a member of the Equity Complaints Committee responsible for responding to Complaints, including Informal and Formal Resolutions Processes.

3.13. Complaint: a formal written allegation of a violation of the Equity Policy to the Equity Officers.

3.14. Incident: an instance of alleged violation of the Equity Policy.

3.15. Claimant: the person or group who has experienced (an) alleged incident(s) and has filed a Complaint against the Respondent.

3.16. Respondent: the person against whom a Complaint is brought.

3.17. Support person: an individual who a Claimant and/or Respondent may request to accompany them throughout the Complaints process.

3.18. Private space: a mutually agreed upon location where Mediation can take place that allows for the respect of confidentiality.

3.19. 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. See Article 7 for instances of conflict(s) of interest.

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);

⁹⁶ “Kimberle Crenshaw Intersectionality NOT identity”, <https://www.youtube.com/watch?v=uPtz8TiATJY>, August 17th 2017. Patricia Hill Collins essay, “Intersectionality’s Definitional Dilemmas” the term intersectionality references the critical insight that race, class, gender, sexuality, ethnicity, nation, ability and age operate not as unitary, mutually exclusive entities, but rather as reciprocally constructing phenomena.



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

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. In the case only one of no Equity Officers are available to conduct the Complaints Process due to recusals or Complaints being brought against them, the SSMU Judicial Board shall conduct the investigation as per Article 5.7.

4.5. Upon receiving a Complaint, one or both Equity Commissioners will respond, in consultation with the VP University Affairs.

4.5.1. A different Equity Officer shall facilitate 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.

4.7.1. Complaints will be investigated by the Equity Officer(s). Members of the Executive Committee may be consulted on procedural matters as required.

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 the Equity Complaints Committee through an online form.

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.



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

5.1.3.1. Parties involved in the Complaints Process who have been asked for information may reject the Officer's request if they are not at liberty to disclose such facts that would involve the party breaching a legally binding code of compliance.

5.1.4. 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.

5.1.5. Any individual who does not wish to participate in the resolution process is not obligated to do so; however, this does not prevent remedies from being recommended to the Legislative Council.

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 Claimant 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.

5.2.2.2. Equity Commissioners shall be empowered to be proactive in reaching out to student groups to provide recommendations when 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 will be identified as a mediator, to initiate and facilitate an ameliorative dialogue between all parties concerned in a Complaint.

5.4.1.1. The Claimant, Respondent, or supervising Equity Officer(s) may request for an external qualified person to act as a third party mediator in order to facilitate the mediation upon consensus approval by the Equity Complaints Committee.

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.

5.4.2.1. The timeline to respond to an Complaint is outlined in articles 5.6.1 to 5.6.3 which mandates the following:

“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) business days of the filing of the Complaint by the Claimant;

5.6.3. If the Respondent fails to file a response within five (5) business days of the filing of the Complaint they may file a response within an additional three (3) business 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.”

5.4.3. 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.

5.4.4.1. Either party has the right to request separate private spaces for mediation without reprisal.

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 as to whether they will be participating in the Formal Investigation.

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.
- e. Any other remedy deemed to be an appropriate and equitable by the Equity Complaints Committee.

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 explanations detailing the ways in which the violations outlined in the Complaint contribute to system of oppression and and recommendations with the reasoning behind them.

5.5.7. In the case of more serious or complex 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 Formal Complaints 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 three (3) business 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 ten (10) 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 ten (10) 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.

5.6.6.1. The Respondent and the Claimant shall have three (3) 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.

5.7. Judicial Board Review

5.7.1. Appeals to the Equity Complaints process are submitted and handled by the Judicial Board.

5.7.2. The Claimant and/or the Response can submit appeals:

5.7.2.1. Up to ten (10) days from the day the Formal Resolution Recommendations have been communicated to all parties if the Claimant and or Respondent feel that a fair outcome was not reached.

5.7.2. In the case that Claimant or Respondent wishes to appeal the decision ratified at Legislative Council, the Claimant and/or respondent may appeal to the Judicial Board following the submission procedure outlined on the Judicial board website or by contacting the Chief Justice of the Judicial Board.



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. The Equity Officer facilitating a complaint will provide those implicated in a Complaint (witness, complainant, respondent) have enough information to fully participate and respond to the stage(s) of the equity complaint they are involved in.

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

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 can be chosen amongst the membership of the SSMU Equity Committee and 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. If the Support Person is not able to fulfill their role (ie. Using their position to intimidate another party in the complaints process instead of providing emotional support to the person who requested them), Equity Officers make seek appropriate remedies such as imposing boundaries in writing or request that the Claimant/Respondent 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.

10.3.1 Failure to fully and adequately address or manage Equity concerns within these bodies' respective procedures is sufficient grounds for members-at-large, staff, and representatives to file an Equity Complaint and/or bring the issue to the SSMU Accountability Committee.

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 Principal'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 2017-2018 year.



Students' Society of McGill University

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POLICY ON EFFECTIVE COMMITTEES

Adopted by Legislative Council: 2019/02/07

Expires: 2023/01/01

[Adopted Motion \(Link\)](#)

WHEREAS, SSMU committees are regularly created, modified, and disbanded at an annual basis due to change in leadership;

WHEREAS, guiding principles for SSMU committees and their structure do not currently exist; and

WHEREAS, with guiding principles, SSMU committees in the future can hopefully be created to be more sustainable

BE IT RESOLVED, THAT this policy takes effect May 1, 2019 and expires January 1, 2023 ;

BE IT RESOLVED, THAT this policy located in Appendix A, be included as a preface in the Committee Terms of Reference.

Moved by:

Tre Mansdoerfer, *President*

Garima Karia, *Arts Representative*

Gareth Price, *Engineering Representative*

Maxence Frenette, *Engineering Representative*



APPENDIX A

Policy on Effective Committees

In creating effective and efficient committees under SSMU, the following preface outlines the base composition of all committees under SSMU and the structure therein. All SSMU committees will have the following components for their composition:

- 1) A SSMU Executive on the committee (except in situations where an executive present goes against the premise of the committee)
- 2) A SSMU student staff in a leadership role on the committee
- 3) At least 1 SSMU councilor (if a committee under Legislative council) or at least 1 SSMU director (if a committee under the Board of Directors)

SSMU committees have the following expectations during the academic year:

- 1) A SSMU committee will report at least once during the year to its respective body
- 2) A SSMU committee will make recommendations (if any) to its Terms of Reference at the end of the each Academic Year
- 3) A SSMU committee will submit an exit report highlighting the years work for documentation purposes

In keeping with these principles, we hope to build strong committees for the Society that build year after year.



POLICY ON VP INTERNAL INTOXICATION AND V.I.P CULTURE AT SSMU EVENTS

Adopted by Legislative Council: 2018/09/27

Expires: 2023/05/01

[Adopted Motion \(Link\)](#)

WHEREAS, there has been an historical abuse of power in the portfolio of the Vice-President (Internal Affairs) that has normalized spending copious amounts of money on alcohol and other perquisites for those individuals planning SSMU's drinking events.

WHEREAS, all members of the Students' Society Programming Network (SSPN) must act as role models to event attendees.

WHEREAS, the Vice-President (Internal Affairs) is the highest authority at all events facilitated by the SSPN and, thus, must be in their optimal mental and physical state at all said events.

BE IT RESOLVED, THAT SSMU funds must not be spent on alcoholic beverages exclusively for SSPN members or for any other individuals planning SSMU events;

BE IT RESOLVED, THAT the Vice-President (Internal Affairs) not become intoxicated at SSMU events of which they are in charge.

BE IT RESOLVED, THAT this policy shall expire on May 1, 2023.

BE IT RESOLVED, THAT any accusations from a SSMU member that the Vice-President (Internal Affairs) became intoxicated to the point that they were incapable of performing their duties at a SSMU event of which they were in charge be brought to the Accountability Committee for an initial investigation. This investigation shall be composed of interviews with the accuser, with witnesses, and with the Vice-President (Internal Affairs). Any of these people shall reserve the right to submit their testimony in writing. The Accountability Committee shall endeavour to provide support for all parties involved.

BE IT RESOLVED, THAT the Accountability Committee shall submit its decision and reasons by means of report to the Board of Directors for review in confidential session.



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BE IT RESOLVED, THAT should the case be referred to Legislative Council, a discussion and vote on possible disciplinary measures shall take place. These measures may include:

1. Formal reprimand
2. Suspension
3. An alternate penalty, at the proposal of a member of the Legislative Council

Moved by:

Matthew McLaughlin, *Vice-President (Internal Affairs)*

Andrew Figueiredo, *Arts Representative*

Julia Briand, *Environment Representative*

Jacob Shapiro, *Vice-President (University Affairs)*



POLICY ON COUNCIL TRANSPARENCY

Adopted by Legislative Council: 2018/10/18

Expires: 2023/05/01

[Adopted Motion](#)

WHEREAS, not all Legislative Council meetings are currently live-streamed or live-tweeted;

WHEREAS, students have expressed concerns about this lack of transparency and would like to follow the proceedings of council;

WHEREAS, the time, length, and location of Legislative Council meetings are not always accessible to all students, especially during busy times of the school year;

BE IT RESOLVED, THAT this policy be adopted, expiring on May 1st, 2023.

1. Steering Committee shall endeavour to work with on-campus partners, including but not limited to; TVM: Student Television at McGill, the McGill Daily, Le Delit, the McGill Tribune, and the Bull and Bear to ensure that meetings of Legislative Council are live-streamed whenever possible.
2. The SSMU shall take steps to disseminate access to the livestream via social media and listserv.
3. The SSMU will post on social media and in the listserv the location and time of the next Legislative Council.

Moved by:

Andrew Figueiredo, *Arts Representative*

Ana Paula Sanchez, *Arts Representative*

Garima Karia, *Arts Representative*

Bryan Buraga, *Senate Caucus Representative*

Victoria Flaherty, *Clubs Representative*

Brandon Hersh, *Dentistry Representative*



GENDERED AND SEXUAL VIOLENCE POLICY

Adopted by Legislative Council: 2018/10/11

Expires: 2023/05/01

[Adopted Motion \(Link\)](#)

1. Preamble

This Gendered and Sexual Violence Policy, herein referred to as the GSVP, is a response to harm perpetrated by members of the 2016-2017 SSMU Executive who committed acts of sexual violence against a dozen students from the McGill community. Not only were the perpetrators executives at SSMU, but SSMU failed to take active steps to investigate and respond to rumours, informal and formal complaints regarding the individuals in question. The lack of clear procedure, survivor-centric processes and disclosure training perpetuated the re-traumatization of survivors who sought to hold the SSMU executive members accountable for their actions and ensure that they could no longer hold positions at SSMU.

Due largely in part to the unpaid emotional and physical labour of the adhoc collective the “Community Disclosure Network” (CDN), this harm was brought to light. They launched an anonymous disclosure campaign following disappointment with the lack of mechanisms within SSMU to hold perpetrators of sexual violence accountable. Because of CDN’s work, both individuals in question resigned from their positions in SSMU, with less than a few months left in their terms. These incident(s) revealed the serious shortcomings in SSMU’s ability to respond to sexual violence internally.

The GSVP has been created to ensure that the harm and re-traumatization that survivors experienced will not happen again. This holistic GSVP serves to create confidential and survivor-centric processes for disclosures and resolutions within various political representative bodies, clubs, and services of SSMU. Beyond creating a disciplinary procedure to respond to sexual violence, this policy will address acts of gendered violence - a broader spectrum of harm that includes sexual violence.

SSMU recognizes that acts of gendered and sexual violence are not isolated incidents. They occur within the context of the prevalence of [rape culture](#) in the broader communities of McGill and beyond. Thus, this policy seeks to address gendered and sexual violence by focusing on specific commitments



SSMU will make to be able to support the existing prevention and support programs, as well as create new student-led responses which may fill in gaps existing between other policies and procedures.

There are many steps the SSMU must take to begin to address the violence that it has been complicit in perpetuating, this policy being just a beginning. We must create a union that supports, protects, educates, and advocates for the safety and well-being of its members. We must be active leaders in the fight against campus gendered and sexual violence.

2. Purpose

The SSMU GSVP has been created to provide an intersectional and survivor-centric approach to sexual harassment, gendered violence and sexual violence within the SSMU community and applied to the SSMU context.

SSMU is a unique entity whereby their jurisdiction within the SSMU context is different from the institution of McGill University. SSMU has jurisdiction over its employees, volunteers, participants in SSMU clubs and those who are present within SSMU spaces. Furthermore, SSMU is comprised of elected officials - the Board of Directors, the Judicial Board, Legislative Council and the SSMU officers (also known as Executives) - who, by provincial legislation, are subject to different processes with regards to sanctions. It is important to note that this jurisdiction is different than that of McGill University, whose [Policy Against Sexual Violence](#) has limited authority within the SSMU context of employment, clubs or services. Thus, the purpose of this policy is to fill this gap and complement the existing campus and community structures in place to respond to gendered and sexual violence.

The purpose of this policy is to create a response to gendered and sexual violence within the SSMU community that is holistic and encapsulates the four components of (1) prevention, (2) support, (3) advocacy and (4) response. All of these components will rely on an intersectional framework to account for the different ways in which various groups experience and are impacted by gendered and/or sexual violence.

2.1. Prevention

In September 2017, the SSMU Legislative Council passed [a motion](#) to acknowledge that gendered and sexual violence does not occur in isolation from the larger context of rape culture that exists on campus and Canadian society. In this motion they defined rape culture as “a culture in which dominant ideas, social practices, media images and societal institutions implicitly or explicitly condone sexual assault by normalizing or trivializing male sexual violence and by blaming survivors for their own abuse”. To address, the larger context of sexual violence the SSMU policy will actively engage with prevention efforts. SSMU will work with existing campus stakeholders to create and mandate prevention training and campaigns that address the existence of rape culture on campus,



promote a culture of consent and actively facilitate the creation of a safe and inclusive environment that is free from gendered and sexual violence.

2.2. Support

SSMU will seek to support the existing support resources on campus and in the larger community to ensure that students are aware of the resources and accommodations available to them. SSMU acknowledges that its role is to uphold and complement the existing support structures, and advocate for increased resources and intersectional support options. We all share the same goal in ensuring individuals who experience gendered and/or sexual violence have access to timely and specialized resources to support their healing processes.

2.3. Advocate

SSMU will take on an active role in advocating for intersectional and survivor-centric processes at McGill University and at the provincial level by using the [OurTurn National Action Plan](#) as a guide and through the creation of an OurTurn McGill Taskforce.

2.4. Response

The GSVP creates accessible, confidential and survivor-centric processes to ensure that all members of the SSMU community have the ability to have options available to them to feel safe and comfortable while participating in SSMU spaces and using SSMU services. These informal and formal resolution processes are in accordance with and do not limit a survivor's ability to seek recourse through other existing structures such as of the [McGill Policy Against Sexual Violence](#) and the [Criminal Code](#).

3. Scope

3.1. This policy applies to all forms of gendered violence, sexual harassment and sexual violence as defined in section 6 of this policy.

3.2. Upon the passing of this policy all other relevant SSMU policies and documents will be updated to ensure that they are adapted to the GSVP, this includes the SSMU Employment Manuals, SSMU Club and ISG documents, SSMU Internal Regulations and the SSMU Constitution.

3.3. This policy applies to all members of the SSMU community, individuals using or participating in SSMU services and clubs or individuals on SSMU property.

3.4. This policy applies to all forms of gendered violence, sexual harassment and sexual violence, as defined in section 6 of this policy, whether they are in the University's learning, living or work



environment, on or off campus, or interacting through social or other electronic media and when the potential consequences of the incident(s) may adversely affect the complainant's ability to feel safe and be able to access SSMU spaces or services.

3.5. For clarity there is no limit on the temporal jurisdiction of this policy, as to when the act of gendered and/or sexual violence occurred. Specifically, so long as the respondent and/or complainant are members of the SSMU community at the time of the incident or at the time of the complaint.

4. Jurisdiction

4.1. Due to the context and limitations of the jurisdiction of SSMU this policy applies to all members of the SSMU community to varying degrees depending on their status within the SSMU community, as outlined in section 11.8 of this policy.

4.2. To clarify within this policy, the SSMU community encapsulates all:

- a) SSMU members which includes all undergraduate students;
- b) SSMU employees, both full time, part-time and casual;
- c) SSMU volunteers, who have signed volunteer contracts, in the instance that they are not undergraduate students at McGill (for example, PGSS members who volunteer for SSMU services);
- d) SSMU Officers, also referred to as Executives;
- e) SSMU General Manager;
- f) SSMU Legislative Council;
- g) SSMU Judicial Board;
- h) SSMU Board of Directors;
- i) Executives and or members of all SSMU affiliated club, Independent Student Groups and Services;
- j) Any visitor on SSMU owned or leased premises, using SSMU services or participating in a SSMU club regardless of student or SSMU membership status.

5. Roles and Responsibilities

5.1. Anti-Violence Coordinator. Two Anti-Violence Coordinators (AVCs) will be hired by SSMU to oversee the implementation and application of the GSVP. The coordinators will be responsible for organizing GSVP training in conjunction with HR and SSMU executives. The coordinators are responsible for facilitating the response section of the policy. Prior to the beginning of their mandate they must receive extensive training as required in their contract.



5.2. Human Resources Manage. The HR manager is responsible for applying the GSVP as it relates to GSVP training for employees and recourse mechanisms in the Employee Manual for full-time and casual staff pursuant to the GSVP. They are the direct supervisor of the AVCs.

5.3. SSMU Executive Officers. The Executive Officers are responsible for assisting in the implementation of the GSVP. The following is a breakdown of their roles as it pertains to the GSVP:

5.3.1 President: The President is responsible for ensuring that all members of the SSMU complete GSVP training in accordance with the timeline outlined in the GSVP.

5.3.2 Vice-President Student Life: VP Student Life is responsible for working in conjunction with the AVCs to ensure that all clubs, services and ISG's receive training.

5.3.3 Vice-President University Affairs: VP University Affairs is responsible updating the rights of students on the Know Your Rights campaign specifically as it relates to the rights of individuals who experience gendered and/or sexual violence.

5.3.4: Vice-President External: VP External is responsible the coordination of the OurTurn McGill taskforce, specifically the selection and honorarium of the Chair.

5.3.5 Vice-President Finance: VP Finance is responsible for ensuring that the designated amount of funding to operate the GSVP is provided for in the SSMU budget.

5.3.6: Vice-President Internal: VP Internal is responsible for communicating any relevant information regarding the GSVP including prevention initiatives and training to the SSMU body at large. Additionally, they are responsible for taking all appropriate steps to ensure that SSMU events are safe spaces free of gendered and sexual violence.

6. Definitions

6.1. Affirmative Consent: Affirmative consent requires that a person is able to freely choose between two options: yes and no. This means that there must be an exchange of mutually understood affirmative words or body language which indicates a willingness to participate in mutually agreed upon sexual activity. It is the responsibility of the person initiating or engaging in a sexual activity to obtain clear and affirmative responses at all stages of sexual engagement. Silence or non-communication must never be interpreted as consent. The fact that consent was given in the past to a sexual or dating relationship does not mean that consent is deemed to exist for all future sexual activity. Recognizing the intersectionality of consent and ability, consent may not be present properly if an individual has a disability that limits their verbal or physical means of interaction – in these instances and all instances, it is necessary to determine how consent will be established.



Consent is not obtained or implied if:

- The agreement is expressed by the words or conduct of a person other than the specific individuals who are involved in the sexual activity;
- An individual induces another individual to engage in the activity by abusing a position of trust, power or authority;
- An individual expresses, by words or conduct, a lack of agreement to engage in the sexual activity;
- An individual, having consented to engage in sexual activity, expressed, by words or conduct, expresses a lack of agreement to continue to engaging in the activity.
- An individual is asleep, unconscious or otherwise unable to communicate;
- An individual has been threatened or coerced, as outlined in the definition of sexual violence,) into engaging in the sexual activity;
- An individual has been drugged;
- An individual is incapacitated due to consumption of alcohol or drugs.

Additionally:

- Any sexual activity involving alcohol or drug-use requires the standard of affirmative consent. The use of alcohol and/or drugs by an individual never implies consent and should not be assumed to have played a role in causing a survivor's experience of sexual violence. Furthermore, the use of drugs or alcohol by the perpetrator never justifies their actions;
- An individual's profession should not impact their ability to provide or withdraw consent. Specifically, individuals choosing to engage in sex work maintain autonomy over their bodies and the ability to consent or not consent to any form of sexual activity. However, it is important to distinguish the term 'sex work' from 'sex trafficking'. Sex trafficking is the trade of humans for the purposes of sexual exploitation. Sex trafficking is a criminal act, under which consent cannot be obtained in any circumstances;

6.2. Board of Director: The body of the SSMU made up of all the Directors in accordance with Article 6 of the SSMU Constitution;

6.3. Club: A formal and accredited organization which has been recognized by the Society as a Full-Status Club or as an Interim-Status Club in accordance with the Internal Regulations of the Student Life Portfolio. The composition could include both executives, members who can be McGill students and non-McGill students;

6.4. Discloser: An individual who discloses information about an incident(s) of gendered or sexual violence that they have experienced;

6.5. Employee: A person who is hired for a wage, salary, fee, or payment to perform work for the SSMU;



6.6. Independent Student Group: A student-based organization that is not a Service or Club but that provides some benefit to Members and that is accredited by the SSMU as an Independent Student Group, in accordance with the Internal Regulations of the Student Life Portfolio;

6.7. Gendered Violence: any act of physical, verbal, or emotional aggression which implicates, targets, or de-legitimizes an individual's gender presentation or identity; or an act reinforcing gender inequalities resulting in physical, sexual, emotional, or economic harm. This includes misogynistic, queerphobic, and transphobic violence. Gendered violence is often implicit, and the gendered dynamics which enable it may not always be hypervisible.

Gendered violence can manifest as singular acts or as continued micro-instances of violence. These include, but are not limited to:

- Intentional misgendering;
- Intentional “outing”;
- Verbal abuse;
- Use of gendered slurs;
- Physical violence or intimidation.

6.8. Judicial Board: Shall refer to the body of the Society, established in accordance with section 15 of the [SSMU Constitution](#);

6.9. Legislative Council: shall refer to the body of the Society, established in accordance with section 8 of the [SSMU Constitution](#);

6.10. Officer: Any person elected to any position created under section 10.1 of the Constitution;

6.11. Petitioner: A SSMU member, officer, employee, or visitor who has sought formal recourse through the GSVP.

6.12. Rape Culture: A culture in which dominant ideas, social practices, media images, and societal institutions implicitly or explicitly condone sexual violence by normalizing or trivializing sexual violence and by blaming survivors for their own abuse. Rape culture enables disproportionate rates of sexual and gendered violence in marginalized communities, and prevents perpetrators from being held accountable for their actions;

6.13. Respondent: A member of the SSMU community named as an offender in a informal or formal report of sexual violence;

6.14. Service: a formal and accredited organization that has been recognized by the SSMU as a Service in accordance with the Internal Regulations of the Student Life Portfolio;



6.15. **Sexual Violence:** any non-consensual, unwanted actual, attempted, or threatened act or behaviour, that is carried out through sexual means or by targeting a person's sexuality, gender identity, or gender expression. This act or behaviour may or may not involve physical contact.

Sexualized violence includes all forms of sexual misconduct including but not limited to:

- a) **Sexual Assault:** Any form of sexual touching or the threat of sexual touching without the individual's consent;
- b) **Sexual Coercion:** is the act of using subtle pressure, drugs, alcohol, influence, power, or force to have sexual contact with someone against their will. Sexual coercion includes ongoing attempts to have sexual contact of some kind with another person who has already expressed that they do not want to have sexual contact;
- c) **Sexual Harassment:** Unwelcome conduct of a sexual nature that detrimentally affects the working, learning, or living environment, or leads to adverse consequences for the one directly subjected to the harassment;
- d) **Stalking:** Engaging in conduct that causes an individual to fear for their physical or psychological safety, such as repeatedly following or communicating through any means with someone, engaging in threatening conduct, or keeping watch over the place where the individual happens to be;
- e) **Indecent Exposure:** Exposing one's body to another individual for a sexual purpose or coercing another individual to remove their clothing in order to expose their body, without their consent;
- f) **Voyeurism:** Non-consensual viewing, photographing, or otherwise recording another individual in a location where there is an expectation of privacy and where the viewing, photographing or recording is done for a sexual purpose;
- g) **Distribution of Sexually Explicit Photograph or Recording:** The distribution of a sexually explicit photograph or recording of an individual to one or more individuals other than the individual in the photograph or recording without the consent of the individual in the photograph or recording;
- h) **Stealthing:** nonconsensual condom removal during sexual intercourse.

6.16. **SSMU:** The Students' Society of McGill University/l'Association Étudiante de l'Université McGill, the corporation duly incorporated pursuant to the laws of the Province of Québec pursuant to the Act, and accredited as a student association pursuant to the Act Respecting the Accreditation and Financing of Students' Associations, CQLR c A-3.01;



6.17. Personal Advocate: An individual who may advocate or provide information and support to a complainant through the complaint process.

6.18. Support Person: An individual present during a complaint who gives emotional support through the complaint process.

6.19. Survivor: For the purposes of this policy, a SSMU Community Member who has experienced an act or acts of sexual violence as it has been defined above. Survivors themselves may self-identify using whatever language they prefer.

6.20. Survivor-centrism: A survivor-centred approach requires all those who engage in sexual violence prevention and support programming to prioritize the rights, needs, and wishes of the survivor. This requires the inclusion of procedural commitments that seek to mitigate the potential for re-traumatization when survivors seek recourse or accommodations.

6.21. Trauma-Informed: A process that is informed by the understanding of how trauma affects Survivors' response to services, resolution processes, and procedures. It is important to recognize that adopting a trauma-informed approach requires significant training and is a field that is continuously developing. Thus, trauma-Informed processes should be carried out by individuals with appropriate training with the goal of avoiding Survivor re-traumatization, increasing the safety of all, and increasing the effectiveness of interactions with Survivors.;

6.22. Visitor: An individual who is present on SSMU owner or leased property or is using SSMU services regardless of their geographic location.

7. Prevention & Training

7.1. Gendered and Sexualized Violence Prevention and Support Training, herein referred to as GSVP Training, will be coordinated by the AVCs in collaboration with various actors, including but not limited to the President of SSMU, the Human Resources Manager of SSMU, the VP Student Life and executive members of campus clubs.

7.2. This training will be coordinated and scheduled by the AVCs, and will be facilitated by volunteers from SSMU and SACOMSS. The AVCs will be responsible for training these facilitators and scheduling the training sessions. The volunteer trainers will be conducting the training sessions. The trainings will include information pertaining to:

- Defining sexual violence and gendered violence;
- Consent including discussions of consent and alcohol or drug use;
- Rape culture and consent culture;



- Intersectional impacts of gendered and sexual violence;
- Bystander intervention;
- Survivor-centric responses to disclosures;
- On-campus and off-campus support options;
- Reporting options including the SSMU GSVP policy.

7.3. Individuals have the ability to have alternative trainings to those offered by SSMU recognized as equivalent to the GSVP training, based on the discretion of the AVCs. The alternative trainings must be conducted by individuals who have received adequate training from professionals in the field of sexual violence, such as OS-VRSE, and the training must cover all of the topics mentioned in section

7.4. Upon completing their training individuals will be asked to complete a feedback form to measure the impact of the training and record ways the training can be continuously improved.

7.5. The AVCs will keep records of the names and numbers of individuals who completed the training and include it in a report, presented to SSMU by May 31st of each year.

7.6. Students who complete the training will have the ability to add it to their McGill co-curricular record. This will be monitored by the AVCs.

7.7. Employee Training

7.7.1. All SSMU full, part-time and casual employees, including the General Manager, will be required to complete GSVP Training, within 2 weeks of their contract start date as mandated by the SSMU Employee Manual.

7.7.2. Employees may be exempted from training at the discretion of the AVCs, particularly under exceptional circumstances such as the signing of a contract which covers a period of less than two weeks, or absence from Montreal during the term of the contract.

7.7.3. All employees must participate in the training annually, based on the academic year.

7.7.4. This training will be coordinated by the AVCs, in conjunction with the SSMU Human Resources Manager, herein referred to as the HR Manager.

7.7.5. An employee who does not complete the training within the initial 2 week deadline will be contacted directly again by the AVCs to arrange a training in their first month of employment at SSMU. The AVCs will also inform the SSMU HR Manager in writing that the individual has not completed the GSVP training within the required time frame.



7.7.6. If an employee does not complete the training within their first month of employment they will be placed on an administrative suspension until the training is completed.

7.8. SSMU Officer Training

7.8.1. All members elected into SSMU officer positions, as defined in the SSMU Constitution, will be required to complete GSVP Training within 2 weeks of their contract start date.

7.8.2. If the member is re-elected into an officer position in SSMU or hired in another position at SSMU after their initial term, they must repeat the training annually based on the academic year.

7.8.3. This training will be coordinated by the SSMU Gendered and Sexual Violence Policy Coordinators, in conjunction with the SSMU President.

7.8.4. It is the responsibility of the SSMU President to ensure that all officers complete the training within the first two weeks of their contract start date.

7.8.5. In the event that an individual takes an officer position through a by-election they must complete the training within two weeks of the start date of their term. It is the responsibility of the SSMU President to ensure that this training occurs.

7.8.6. If a SSMU officer does not complete the training within the initial 2 week deadline, the AVCs will contact the officer directly to arrange a training in their first month of taking their position at SSMU. The AVCs will also inform the President in writing that the officer has not completed the GSVP training within the required time frame.

7.8.7. In the event that the SSMU President has not completed their training, the AVCs will provide a written notice to the HR Manager.

7.8.8. If an officer does not complete the training within their first month of employment, the AVCs will notify the President and the HR Manager who will place the officer under administrative suspension until the training is completed.

7.9. Legislative Council Training

7.9.1. All voting and non-voting members of the SSMU Legislative Council will be required to complete GSVP Training prior to or within one month of the first Legislative Council meeting.



7.9.2. This training will be coordinated by the AVCs in conjunction with the Speaker of the Legislative Council, to be included in the general Legislative Council training prior to the beginning of their mandate.

7.9.3. If a member of Legislative Council is unable to complete the training during the general Legislative Council training, then the individual member must coordinate with the AVCs to attend an alternative training session.

7.9.4. It is the responsibility of the SSMU President, working alongside the Legislative Council Parliamentarian and Speaker, to ensure that all Legislative Council members receive training within the required time period.

7.9.5. If members of the Legislative Council have completed equivalent training in another capacity, they may be exempted at the discretion of the Gendered and Sexualized Violence Policy Coordinators. This does not detract from the requirement that members of the Council must complete training annually based on the academic year.

7.9.6. If a member of the Legislative Council does not complete the training within the month following the first Legislative Council meeting they will be suspended from Legislative Council meetings until the training is completed.

7.10. Board of Directors and Judicial Board Training

7.10.1. All members-at-large of the SSMU Board of Directors and Judicial Board, will be required to complete GSVP Training within one month of their ratification at the Fall General Assembly.

7.10.2. This training will be coordinated by the SSMU Gendered and Sexual Violence Policy Coordinators, in conjunction with the SSMU President.

7.10.3. It is the responsibility of the SSMU President to ensure that all members of the Board of Directors and Judicial Board complete the training within the first two weeks of their start date.

7.10.4. If members of the Board of Directors or Judicial Board have completed the GSVP Training in another capacity, they may be exempted at the discretion of the Gendered and Sexualized Violence Policy Coordinators. This does not detract from the requirement that members of both boards must complete training annually based on the academic year.



7.10.5. If a member of the Board of Directors or Judicial Board does not complete the training within the month following their ratification at the Fall General Assembly they will be suspended from meetings until the training is completed.

7.11. Services Training

7.11.1. All employees hired by services are required to complete GSVP Training within 2 weeks of beginning their contract.

7.11.2. All service employees must participate in, or receive exemption from, the training annually.

7.11.3. In the event that a service does not employ individuals, they are required to ensure that at least 5 executives or 50% of their executive team, whichever is lesser, has received GSVP Training during the Fall academic semester at McGill.

7.11.4. If an individual has completed equivalent training in another capacity, they may be exempted at the discretion of the Gendered and Sexualized Violence Policy Coordinators. This does not detract from the requirement that everyone must complete training annually based on the academic year.

7.11.5. This training will be coordinated by the AVCs in conjunction with the HR Manager, and the VP Student Life.

7.11.6. In the case of employees it is the responsibility of the SSMU HR Manager to ensure that the GSVP Training is completed. In the case of service executive members, it is the responsibility of the VP Student Life to ensure that the GSVP Training is completed.

7.11.7. A service employee who does not complete the training within the initial 2 week deadline, will be contacted directly by the AVCs to arrange a training in their first month of employment at SSMU. The AVCs will also inform the the SSMU HR Manager in writing that the individual has not completed the GSVP training within the required time frame.

7.11.8. A service that has not had 5 executive members or 50% of their executive team, whichever is lesser, complete the training by December, will be contacted directly by the AVCs to arrange a training in the prior to the winter semester at McGill. The AVCs will also inform the the VP Student Life in writing that the individual has not completed the GSVP training within the required time frame.

7.11.9. If an employee does not complete the training within their first month of employment they will be placed under administrative suspension until the training is completed. A



service whose executive members do not complete the training in the Fall academic semester will be required to meet with the VP Student Life to determine appropriate next steps.

7.12. Clubs and Independent Student Groups Training

7.12.1. All accredited SSMU clubs and Independent Student Groups will be required to ensure that at least 5 members or 50% of their club membership, whichever is lesser, has received GSVP Training.

7.12.2. All SSMU clubs and independent student groups will be notified of this requirement in an email sent by the VP Student Life. This requirement will also be included in any club orientation documents or online information pages provided by SSMU.

7.12.3. If an individual has completed equivalent training in another capacity, they may be exempted at the discretion of the Gendered and Sexualized Violence Policy Coordinators. This does not detract from the requirement that everyone must complete training annually based on the academic year.

7.12.4. If the composition of clubs change in the winter semester, members can request additional training to the AVCs if they feel that it is necessary.

7.12.5. It is the responsibility of the VP Student Life, in conjunction with the GSVP Coordinators, to ensure that all clubs and independent student groups have the required number of members complete the training.

7.12.6. If a club or independent student group does not complete their training by the last week of November the VP Student Life, in conjunction with the AVCs will email the club or group to notify them again of the required training and consequences of not completing the training. They will be offered the ability to arrange a training session in December.

7.12.7. If a club or independent student group does not complete their training prior to the beginning of the winter semester, their club status will be suspended and they will lose their ability to receive SSMU funding or book spaces through SSMU. Their suspension will not be lifted until the required number of members complete the training. The suspension will be removed after the end of the academic year.

8. Support

8.1. SSMU acknowledges the existing sexual violence support services on campus and in the community, which include but are not limited to, the Sexual Assault Centre of McGill Students' Society



(SACOMSS), the Office for Sexual Violence Response, Support and Education (O-SVRSE), Nightline McGill and the Montréal Sexual Assault Support Centre.

8.2. O-SVRSE may also be a valuable point of contact for individuals who have experienced gendered violence. Additionally, some services at SSMU currently provide support to those who experience gendered violence. These include SACOMSS, QM (Queer McGill) and UGE (Union for Gender Empowerment).

8.3. SSMU recognizes that its role is to further support, rather than replicate, these services and direct individuals to them if they are seeking resources.

8.4. It is the responsibility of the Vice-President External Affairs to continuously update the SSMU website with information on the various on and off campus support resources and the accommodation options available.

8.5. It is the responsibility of the Vice-President University Affairs to create and update any Academic Rights Campaigns and Resources to include a section for individuals who experience gendered and/or sexual violence.

8.6. SSMU acknowledges the emotional labour that one performs while providing support to others who have experienced harm and encourages those providing support to seek support for themselves if they feel it is necessary. If needed these individuals can reach out to the AVCs who will connect them with other appropriate resources at McGill and in the broad community. If the AVCs feel as though they need support, they can contact the HR Manager who will connect them with appropriate resources.

9. Advocacy

9.1. SSMU is committed to advocating for a holistic approach to addressing campus sexual violence that includes prevention, support and survivor-centric disciplinary processes.

9.2. In the Fall of 2017, the SSMU Legislative Council passed [a motion](#) acknowledging the existence of rape culture on campus and committing to use the [OurTurn National Action Plan](#) as a guiding document in all anti-sexual violence advocacy efforts. They also committed to creating a student-led OurTurn McGill taskforce to serve as a consultative body in all SSMU anti-sexual violence work.

9.3. In all anti-gendered and anti-sexual violence advocacy work SSMU commits to:

9.3.1. Advocating for more resource allocation to support services on campus, particularly O-SVRSE and to better support individuals with intersecting marginalized identities;



9.3.2. Advocating for an intersectional approach to gendered and sexual violence by way of recommending the inclusion of representatives from marginalized groups, who are interested and have the capacity to participate in various SSMU and administrative committees;

9.3.3. Advocating for survivor-centric reforms to both campus policies and provincial legislation;

9.3.4. Contextualizing experiences of gendered violence and sexual violence within the broader systemic structures of rape culture;

9.3.5. Consulting survivors of campus gendered violence and sexual violence and campus stakeholders actively engaged in anti-gendered violence work anti-sexual violence work;

9.3.6. Holding the institution of McGill accountable for violations of survivors rights or sexual violence response processes that violate the provincial [Bill 151 An Act to Prevent and Fight Sexual Violence in Higher Education Institutions](#).

9.4. It is the responsibility of all members of the SSMU Legislative Council, including SSMU officers, to uphold and advocate for the rights of survivors as enumerated in the SSMU [Survivor's Bill of Rights](#).

9.5. SSMU holds no jurisdiction over University disciplinary procedures and processes; however the VP (University Affairs) is empowered under this article, in conjunction with the GSVP coordinators, to receive anonymous information regarding members of faculty, staff and administration who commit acts of gendered and sexual violence.

It is the responsibility of the Vice-President University Affairs, with the consent of the individuals involved and respecting requests of anonymity, to share this information with relevant members of Faculty, Disciplinary Officers and/or McGill administrators who enforce [the McGill Policy Against Sexual Violence](#). Reports forwarded by the VP University Affairs will not result in a complaint process. However, the purpose of section 9.5 is to provide its members with alternative options to make instances of harm known to the university.

9.6. It is the responsibility of the Vice-President External to create an OurTurn McGill taskforce, which includes an external chair, who is not an Officer of SSMU. They must receive financial compensation and are primarily responsible for the coordination of the task force.

9.7. The OurTurn McGill Taskforce is independent of the GSVP or the procedures within the complaint processes. Their mandate, outlined in section 9.10, is primarily to harmonize advocacy efforts on campus and inform SSMU anti-sexual violence efforts.



9.8. This policy recommends that the task force be composed of students from the following groups:

9.8.1. Equity Commissioners from every faculty association, as well as SSMU;

9.8.2. Members at large;

9.8.3. Representative(s) from SACOMSS;

9.8.4. Representative(s) from O-SVRSE;

9.8.5. Representative from PGSS (Post-Graduates Students' Society of McGill University).

9.9. To ensure that the task force is able to gain a diverse range of perspectives and experiences the task force should include representation from underrepresented communities who are often adversely impacted by gendered and sexual violence. This includes but is not limited to reaching out specifically to members from BSN, ISA, QM, UGE and other groups who express interest.

9.10. The mandate of this task force is:

9.10.1. Harmonize all student-led initiatives on campus around gendered and sexual violence prevention;

9.10.2. Create a culture of consent on the McGill campus through education and events coordinated by the taskforce;

9.10.3. Continuously communicate with OurTurn National;

9.10.4. Act as SSMU's consultative body on anti-gendered and anti-sexual violence advocacy and policy reform with a specific focus on the McGill Policy Against Sexual Violence and Bill 151.

10. Response

10.1. Distinguishing between Disclosure and Complaint

10.1.1. Under this policy, a disclosure and a complaint are separate processes.

10.1.2. A disclosure is defined as a communication of an instance of gendered and/or sexual violence. In the event of a disclosure which implicates members of the SSMU community, the discloser is encouraged to reach out to the AVCs. The AVCs are mandated to provide survivors



with non-judgemental, non-directional support and relevant resources. Furthermore, they must ensure that discloser is aware of all existing avenues for recourse which are available.

10.1.3. A complaint is defined as a formal written report of an act or several acts of gendered and/or sexual violence against an individual within the SSMU community. In the event of a complaint, the AVCs will follow the procedures defined in section 11 of this policy, in addition to providing resources for support.

10.1.4. A disclosure does not need to be followed by a complaint under this policy. The AVCs must allow for survivors to maintain autonomy in handling disclosures and complaints.

10.1.5. After all disclosures the AVCs will record non-identifying information for the purpose of statistics. These statistics will be anonymously published in a year-end report presented to the Legislative Council prior to their final meeting.

10.2. Distinguishing between Informal Resolutions and Formal Resolution

10.2.1. In some circumstances, a discloser may wish to resolve the matter informally in lieu of pursuing a formal complaint, or before the case is referred to a decision maker. The AVCs will facilitate this process of alternative resolution in a survivor-centric manner.

10.2.2. Formal resolution processes require a formal written request, to investigate and address an incident that may have involved gendered and/or sexual violence.

10.2.3. More information regarding the details of each process can be found in section 11.

10.3. Accommodations and Interim Measures

10.3.1. Both disclosures and complaints may function as grounds for accommodations. Complaints may function as grounds for interim measures.

10.3.2. If a discloser is employed by SSMU, they may request a minimum of five working days off without penalty or loss of pay. They may also work with the AVCs to request additional time off. The time off will be arranged by the AVCs in conjunction with the HR Manager. They may also request situational accommodations, such as changes in working space. Additionally, the AVCs will assist the discloser in accessing relevant campus resources that can provide other of accommodation



10.3.3. If a complaint is filed, a complainant may request interim measures to ensure their safety and well-being. These may include temporary partial space bans on the respondent, employment scheduling changes, and temporary administrative suspension of a respondent from employment.

10.4. Anonymous and Third Party Disclosure

10.4.1. For clarity, a third-party disclosure is understood as a disclosure of an act(s) of gendered and or sexual violence experienced by another individual who the third party witnessed or was told about. For the AVCs to investigate a third party disclosure they require the consent of the third party and the individual who experienced the harm in question.

10.4.2. The AVCs will provide the ability for individuals to submit anonymous and/or third party disclosures in person or through the general online disclosure form. If the disclosure is in person, after the meeting the AVCs will record non-identifying information for the purpose of statistics

10.4.3. This anonymous and/or third party disclosure form, will provide the option for individuals to provide their contact information if they would like to be informed if another individual contacts SSMU with a disclosure regarding the same alleged perpetrator. With the consent of both individuals who disclosed, SSMU may facilitate connecting all those who disclosed regarding the same alleged perpetrator.

10.4.4. The general online disclosure form will allow the individual disclosing to specify how they would like SSMU to respond to the information. SSMU may not launch an investigation without the consent of the individual who discloses.

10.4.5. SSMU does not have jurisdiction over McGill University Faculty and Staff. Pursuant to article 9.5, If SSMU receives any type of disclosure regarding a member of the McGill faculty or staff, with the consent of the individual who disclosed, SSMU through the Vice-President University Affairs working in conjunction with the AVCs who will follow the procedures outlined in section 9.5 of this policy.

10.4.6. SSMU may be unable to proceed with an investigation involving anonymous or third party disclosures due to a lack of evidence, a potential violation of the autonomy and privacy of involved parties, or where proceedings would violate procedural fairness and impede due process. In such cases, the AVCs will consider whether any other steps can and should be taken. In appropriate cases, the AVCs may contact the third party who submitted the allegations to inquire if the individual who experienced the incident(s) of gendered or sexual violence would consider submitting a formal complaint. However, where other sufficient evidence exists and where it would not violate procedural fairness, at the sole discretion of the



AVCs, SSMU may decide to proceed with an Investigation. In such cases, the individual who experienced the incident of gendered or sexual violence has the right to not participate in the Investigation or to call for its cessation.

10.5. Retaliation

10.5.1. Any reprisal, or expressed or implied threat of reprisal, for reporting an incident(s) or making a complaint about gendered and/or sexual violence under this policy may itself be the subject of a formal complaint and may be subject to interim measures (such as a conduct contract, restrictions from certain SSMU spaces, or other appropriate measures).

10.6. Conflict of Interest

10.6.1. If an individual involved in the investigation, complaint process, or sanction enforcement has a real or apparent conflict of interest in a particular matter, or there is a reasonable apprehension of bias, then that individual will not continue their involvement in the matter. They are obligated to inform the AVCs who will make other arrangements.

10.6.2. Any individual, including the discloser, complainant, respondent or a third party may inform the AVCs of a conflict of interest, who will then investigate and decide if appropriate next steps are required.

10.6.3. In the event of a conflict of interest with the AVCs, the discloser may seek recourse, following the policy, directly to the HR manager who will also be able to administer the policy.

10.6.4. In the event of a conflict of interest with the HR Manager, the discloser may work with the AVCs to seek recourse, following the policy, directly to the General Manager who will also be able to administer the policy.

10.7. Respecting the Dignity of Disclosers and Complainants

10.7.1. In accordance with the survivor-centric approach that this policy adopts, at no point in the disclosure, or in the informal or formal resolution processes, shall the discloser be asked questions or subjected to discussions regarding their character and choices including but not limited to prior sexual activity, sexual orientation and gender identity.

10.7.2. SSMU acknowledges the central importance for all parties – the discloser, complainant and/or respondent - to be informed throughout the informal and formal resolution process(es). This policy has outlined various points of the informal and formal resolution



processes where the AVCs will communicate information to the parties. However, at any point the parties may contact the AVCs to receive information, barring confidentiality requirements, about the case.

10.7.3. At any point, a complaint may withdraw their complaint and end the informal or formal complaint process(es). If a respondent decides to not participate in the complaint process, the formal complaint process may still be initiated and decided upon. They will receive at various points the opportunity to provide evidence for the investigation and/or write a statement to the GSVP committee. It is up to their discretion whether they submit documents.

10.8. Specific Immunity

10.8.1. SSMU recognizes that some individuals may be hesitant to disclose or report sexual violence in cases where they have committed minor breaches of the SSMU Employee handbook. An individual or community member acting in good faith who discloses or reports an incident(s) of gendered and/or sexual violence will not be subject to sanctions for violations of other SSMU policies related to the minor breach(es) at the time that the incident(s) took place.

10.9. Coercion and Power Relations in the SSMU Context

10.9.1. In the context of SSMU any individual who uses their position as a political representative of SSMU, employee of SSMU or status within a club, ISG or service to coerce or manipulate an individual into sexual activity is committing an act of sexual violence by abusing their position of authority, and thus falls under the jurisdiction of this policy.

10.9.2. It is important to note that this does not explicitly ban all relationships between executives and students, or between employees. However, it does ban relationships that develop due to an abuse of power.

10.9.3. If an employee is put in a position where they are involved in the hiring, selection, or evaluation of an individual with whom they have had an intimate relationship, they are obligated to inform the AVCs and HR of this conflict of interest and recuse themselves from the process.

10.9.4. Furthermore, should a relationship develop between an individual in power and one of their subordinates, it is the duty of the former to notify the AVCs.



10.10. Confidentiality

10.10.1. The AVCs will make every reasonable effort to maintain confidentiality when it becomes aware of an incident(s) of gendered and sexual violence and will limit disclosure of information about individuals to those who are responsible for administering and enforcing the policy in that specific.

10.10.2. Under the following circumstances, however, SSMU may face additional legal obligations and may not be able to guarantee complete confidentiality if:

- a) An individual is at risk of self-harm;
- b) An individual is at risk of harming others;
- c) Members of the University community or the broader community may be at risk of harm; and/or
- d) Investigation or reporting to authorities where required by law (the following list of examples is not meant to be exhaustive: an incident involving a minor, obligations related to occupational health and safety, human rights legislation and/or community safety).

10.10.3. While all documents produced in the informal and formal resolution processes will be required to be kept confidential, this does not limit the discloser's right to speak openly about their experiences for the purpose of seeking support or maintaining their safety and the safety of others.

10.11. Advocates and Support Persons

10.11.1. Both parties to an informal or formal process have the ability to have a support person, any individual chosen by them, present throughout the process. The support person may not speak for the either party during formal process.

10.11.2. Both parties to an informal or formal process have the ability to have a personal advocate, present throughout the process.

10.11.3. Prior to any proceeding the complainant or respondent must identify their advocate and/or support person to the AVCs.



10.12. Concurrent Complaints

10.12.1. This policy and the formal complaint process do not prevent and is not intended to discourage an individual from also reporting gendered and/or sexual violence through external mechanisms such as the criminal justice system, the McGill Policy Against Sexual Violence, the McGill Student Code of Conduct and the Human Rights Tribunal of Quebec pursuant to the Quebec Charter of Human Rights and Freedoms. Rather, it seeks to fill existing gaps in recourse for survivors.

10.12.2. It is important to note that under 1.3.1 of the McGill Policy on Harassment, Sexual Harassment, and Discrimination Prohibited by Law, concurrent complaints of Harassment cannot be filed. Consequently, if a complaint is filed under the SSMU GSVP, the individual will not be permitted to pursue complaints under the McGill Policy on Harassment, Sexual Harassment, and Discrimination Prohibited by Law.

10.12.3. While we acknowledge that acts of gendered and sexual violence can implicate other forms of violence, including the grounds for discrimination outlined under the SSMU Equity Policy, complaints about the same incident cannot be filed concurrently under the SSMU GSVP and the SSMU Equity Policy.

10.12.4. Individuals may file separate complaints about different incidents of violence committed by the same individual or several individuals under both policies concurrently.

10.12.5. In the event that an individual wishes to file a complaint against a SSMU club or service as opposed to against another individual, they must pursue a complaint under the SSMU Equity Policy.

10.12.6. Should an individual feel that their experiences are covered by both the SSMU GSVP and the SSMU Equity Policy, they may contact either the AVCs or the SSMU Equity Commissioners in order to arrange for a joint meeting to discuss the options available.

10.13. Club Responses to Gendered and Sexual Violence

10.13.1. All clubs, ISGs and services fall under the jurisdiction of the SSMU Gendered and Sexual Violence Policy.

10.13.2. This does not limit the ability for a club, ISG or service to create an internal policy to respond to gendered and sexual violence. However, these policies must mention the existence of the SSMU GSVP, and cannot contradict or obstruct the procedures outlined under the SSMU GSVP.



10.13.3. Any internal policies created by clubs, ISGs, or services must be reviewed and approved by the AVCs to ensure that they are in accordance with the SSMU GSVP.

10.14. Summer Implementation

10.14.1. While timelines and procedures are set out within this policy, it is important to note that the absence of many students over the summer poses a series of limitations on its enactment.

10.14.2. Given the potential absence of Board and community members over the summer, GSVP Committee meetings may be conducted remotely via Skype or other online platforms. Additionally, in these circumstances, communications may be carried out online.

10.14.3. Exceptionally, timelines for formal complaints may also be extended as a result of these absences. However, the complainant must be notified of this ahead of time.

11. Procedures

11.1. Disclosure

11.1.1. If an individual believes they may have experienced gendered and/or sexual violence, they may disclose to the AVCs who must provide them with appropriate resources in a non-directional manner.

11.1.2. The AVCs may not take any action through accommodations, informal or formal resolution processes without the consent of the individual disclosing unless legally obligated to do so as stipulated in section 10.10 of the GSVP.

11.1.3. The AVCs must inform the discloser that non-identifying information will be recorded for the purpose of statistics.

11.2. Informal Resolution Process

11.2.1. Should the discloser feel that an alternative resolution prior to pursuing a formal complaint process would be appropriate, the AVCs would facilitate this process.

11.2.2. Prior to proceeding with an informal resolution, the AVCs must assess the situational needs of each party, with particular focus placed on the safety of the survivor. For this process



to be meaningful, participants must engage voluntarily and remain free from reprisal. At any stage during the process, the discloser may indicate they would like to end the informal process and file a complaint to initiate a formal resolution process.

11.2.3. Where the alternative resolution process involves the respondent, the AVCs will take steps to ensure that the circumstances of any meeting will appropriately protect the dignity of the discloser through accommodations that continue to allow their participation. Accommodations that may be considered include: providing separate rooms before the meeting; alternate means of participation such as telephone, video, pre-recorded answers and statements; prepared written responses; the opportunity to have a support person present; and other appropriate accommodations.

11.2.4. The outcome of an alternative resolution process must be agreed upon by both parties in writing. Outcomes can include, but are not limited to: apologies and impact statements; mandating anti-oppression and/or educational training for the respondent; restorative and transformative justice processes; negotiations of accommodations; and any other forms of recourse or accountability which both parties agree to, provided that the AVCs is capable of enforcing their enactment. It is important to acknowledge that SSMU may not have the capacity to facilitate restorative justice processes, but can work with the individuals involved to seek out these processes within the larger Montreal communities.

11.2.5. Both parties will agree to the enactment of the informal resolution in writing. Should the terms of this resolution be violated by the respondent, the discloser may request another alternative resolution or file a formal complaint. The AVCs will be the discloser's point of contact in this event.

11.3. Initiating a Formal Resolution Process

11.3.1. Formal complaints must be submitted in writing. However, the AVCs can write the complaint on behalf of the complainant if they are present and requesting this form of accommodation.

11.3.2. If an anonymous formal complaint is submitted, the AVCs are tasked, in the appropriate circumstances as outlined in section 10.4, with initiating the formal resolution process.

11.3.3. Formal complaints must include identifying information regarding the incident(s), the identity of the respondent and their relationship to SSMU, as well as any documentation relevant to the incident, which may include but is not limited to: screenshots; written or online exchanges; photographs; written testimonies; witness contact information and recordings.



11.3.4. Upon receiving a formal complaint the AVCs will, if possible, contact the complainant to confirm that the complaint process has begun and notify them of any action that is being taken within 48 hours and ask the complainant if they require interim measures.

11.4. Interim Measures

11.4.1. Upon filing a formal complaint the complainant may arrange interim measures with the AVCs, pursuant to Section 10.3 of this policy.

11.5. Investigation

11.5.1. If the AVCs feels that there is adequate evidence to launch an investigation (including previous complaints submitted regarding the respondent), they will come to a decision and contact the petitioner within one week of receiving the complaint.

11.5.2. The AVCs will contact the complainant to inform them of the decision made. At this point, the complainant will be told that they can submit additional evidence if they feel that it is necessary, particularly if the original evidence submitted was deemed inadequate.

11.5.3. If an investigation is launched, both the complainant and respondent will be notified by the AVCs.

11.5.4. The AVCs, will determine the appropriate next steps for the investigation, whether it be an external investigation or conducted by the AVCs. In most cases, formal complaints against employees and SSMU political representatives will be investigated by an external third party, unless it is deemed unnecessary by the AVCs. Third party investigators will be identified and contacted at the beginning of each academic year, and will be contacted again in the instance of an investigation. SSMU will cover the cost of these investigations.

11.5.5. For cases that are not investigated by a third party, including those filed against visitors and club, ISG and service members they will be investigated by the AVCs. If it is deemed necessary, the AVCs will collaborate with SSMU Security to conduct the investigation.

11.5.6. If the AVCs are involved in conducting the investigation, there will be a separation of the roles of each of the AVCs. Specifically, one AVC will be tasked with facilitating the complaint process and communicating with both parties. The other AVC will be independently tasked with conducting the investigation, and collaborating with SSMU Security if necessary.

11.5.7. An investigation conducted by the AVCs should take no longer than 2 weeks, unless the complainant consents to a longer timeframe. An investigation conducted by a third party should take no longer than one month. In exceptional circumstances, this deadline may be extended by the AVCs.



11.5.8. The purpose of an investigation is to: gather evidence and witness statements; weigh the evidence; make findings of fact based on the evidence; and produce an investigative report. In an investigation under this procedure, the investigator must outline the evidence, their findings, and conclude, weighing the evidence on a balance of probabilities, either: (1) that gendered and/or sexual violence did occur; or (2) that gendered and/or sexual violence did not occur.

11.5.9. A report produced by a third party investigator will be provided to the AVCs who will take the appropriate next steps in the following circumstances:

- a) In the instance that the report does not substantiate the complaint, the AVCs will communicate this to the complainant and respondent who will each receive a confidential copy of the investigative report. Either party may seek review of the investigative report by a panel of three members of the GSVP Committee who may unanimously decide to overrule the investigative report.
- b) In the instance that the report does substantiate the complaint, the AVCs will communicate this to the complainant and respondent who will each receive a confidential copy of the investigative report. The AVCs will contact the members of the GSVP Committee to arrange the panel to review the report and determine sanctions.

11.6. Composition of GSVP Committee

11.6.1. The GSVP Committee, comprised of six McGill students, will be selected in the two weeks following the fall General Assembly, and will include:

- a) 2 members from the Board of Directors, who are not SSMU Executives, who will be selected by the Board of Directors;
- b) 2 representatives who are employees at SACOMSS, who will be selected by the SACOMSS membership;
- c) 2 student members-at-large from the SSMU community, who will be selected by the AVCs as a result of the open application process begun prior to the Fall GA.

11.6.2. All six members of the GSVP Committee will participate in a day-long training on anti-oppression, sexual violence and responses to trauma, and the GSVP, arranged by the AVCs in partnership with community groups, including O-SVRSE. Members of the GSVP Committee may opt out of sections of training if they have already completed it in other contexts within the last year, at the discretion of the AVCs.



11.6.3. The AVCs must take into account SSMU's commitment to support and inclusion for marginalized groups during this selection process. Recruitment must involve outreach to student groups which represent marginalized students.

11.6.4. The GSVP Committee will be scheduled to meet every two weeks to review complaints referred to them, if there are no complaints the meeting will be cancelled.

11.6.5. Given the potential absence of Committee members over the summer, meetings may exceptionally occur online.

11.6.6. The GSVP Committee will be held to a high standard of confidentiality. Details regarding specific complaints and implicated parties cannot be publicly shared by Committee members. Failure to meet this expectation will result in removal from the Committee, and if applicable, will be reported to the Board of Directors or SACOMSS by the AVCs.

11.7. Review and Sanctions by the GSVP Committee

11.7.1. For each complaint that is investigated which requires review, the AVCs will take steps to arrange a committee meeting on the same day that they contact the complainant and respondent regarding the status of the investigation.

11.7.2. Each complaint referred to the Committee will be considered and deliberated on by the GSVP review panel. A review panel will consist of three of the six members of the Committee. There must be one representative from each group listed in 11.6.1.

11.7.3. The three members of the GSVP Committee who are not on the review panel for that specific complaint will form the appeals panel for the same complaint.

11.7.4. This committee will be arranged by the AVCs, who will present them with the formal complaint and confidential investigative report in writing, not via email. This may be disregarded if a committee meeting is happening remotely over the summer. The committee will read the report during that meeting. During the meeting the review panel will be informed of their obligations to maintain confidentiality.

11.7.5. To ensure procedural fairness, the respondent and complainant will both have the opportunity to submit in writing to the Committee a response to the report, as well as comments on a desired sanction(s).

11.7.6. With information solely from the investigative report and the responses from the two parties, the committee will decide whether there is enough information to determine if an act of gendered and/or sexual violence occurred and the sanctions (as listed in 11.7) to be imposed.



This decision must be endorsed by the majority review panel who will write a final GSVP Committee Complaint report during that meeting.

11.7.7. SSMU holds that the health and safety of complainants in this process, including their mental health and psychological well-being, are paramount. Consequently, the AVCs will ensure that they are communicated both the investigative and committee report in its entirety.

11.7.8. A summarized version of the committee report, including the name of the respondent, the violation of the GSVP and sanctions imposed will be communicated to all individuals required to enforce the decision. The name of the respondent will be anonymized, unless it is required to be included to ensure proper enforcement of the decision.

11.8. GSVP Sanctions

11.8.1. Due to the nature of the SSMU jurisdiction, the sanctions that can be imposed by the SSMU GSVP Committee vary.

11.8.2. For a visitor who is a non-SSMU member, to be enforced by the SSMU security manager in conjunction with the AVCs:

- a) Letter of apology;
- b) Letter of behavioural expectations signed by the respondent, AVCs and other appropriate enforcement actors
- c) Restrictions related to accessing the SSMU building, other leased spaces or SSMU events.

11.8.3. For a SSMU member, to be enforced by the SSMU security manager in conjunction with the AVCs:

- a) Letter of apology;
- b) Letter of behavioural expectations signed by the respondent, AVCs and other appropriate enforcement actors;
- c) Restrictions related to accessing the SSMU building, other leased spaces or SSMU events;
- d) Mandated anti-oppression or anti-sexual violence training coordinated by the AVCs.

11.8.4. For a SSMU member who is also a member of a club, ISG, or service, to be enforced by the SSMU security manager and/or the VP Student Life in conjunction with the AVCs:

- a) Letter of apology;
- b) Letter of behavioural expectations signed by the respondent, AVCs and other appropriate enforcement actors;



- c) Restrictions related to accessing the SSMU building, other leased spaces or SSMU events.
- d) Mandated anti-oppression or anti-sexual violence training coordinated by the AVCs;
- e) Restrictions related to accessing club, service, and ISG spaces, including events.
- f) Restriction from participation in a club, service, or ISG, including removal from executive positions.

11.8.5. For a SSMU employee, including the General Manager, to be enforced by the Human Resources Manager in conjunction with the AVCs:

- a) Letter of apology;
- b) Letter of behavioural expectations signed by the respondent, AVCs and other appropriate enforcement actors;
- c) Restrictions related to accessing the SSMU building, other leased spaces or SSMU events.
- d) Mandated anti-oppression or anti-sexual violence training coordinated by the AVCs;
- e) Administrative leave or suspension without pay;
- f) Dismissal from their position at SSMU.

11.8.6. For members of Legislative Council, Judicial Board, the Board of Directors, or the SSMU Executive team, to be enforced by the relevant body in conjunction with the AVCs:

- a) Letter of apology;
- b) Letter of behavioural expectations signed by the respondent, AVCs and other appropriate enforcement actors;
- c) Restrictions related to accessing the SSMU building, other leased spaces or SSMU events.
- d) Mandated anti-oppression or anti-sexual violence training coordinated by the AVCs;
- e) Administrative leave or suspension without pay;
- f) Dismissal from their position at SSMU.

11.8.7. It is important to note that any limitation to space must be a response to the needs of the complainant and the incident. Specific spaces bans are encouraged. Banning an individual from the SSMU building in its entirety must be approached with caution as SSMU offers many services that respondents may need for their own health and safety, such as the Legal Information Clinic or the Peer Support Centre.



11.9. Enforcement

11.9.1. The AVCs has the obligation to communicate the Committee's decision to the appropriate actors and bodies, who will also maintain confidentiality in the steps that they take.

11.9.2. If the complainant has concerns regarding the quality of enforcement, they can contact the AVCs in order to reinforce or escalate sanctions.

11.9.3. The SSMU Constitution currently requires that the Board of Directors approve any dismissal of the General Manager. In the instance that the GSVP Committee recommends the dismissal of the General Manager the AVCs will inform the Board of the GSVP Committee's decision and request that they vote to enforce the decision. This meeting will not entail any discussion of a specific incident details, a complainant's identity, or the legitimacy of an instance of gendered and/or sexual violence. The role of the Board is to enforce the decision which was made by trained representatives.

11.9.4. The Quebec Corporations Act requires that any member of the SSMU Board of Directors or Executive Team be dismissed through a two-thirds majority vote at a Board meeting. In this instance, the AVCs will inform the Board of the GSVP Committee's decision and request that they vote to enforce the decision. This meeting will not entail any discussion of a specific incident details, a complainant's identity, or the legitimacy of an instance of gendered and/or sexual violence. The role of the Board is to enforce the decision which was made by trained representatives.

11.9.5. The Quebec Corporations Act further requires that any dismissal of an officer is ratified by the SSMU General Assembly. In this instance, the officer who the Board has voted to be dismissed will be suspended and an emergency GA will be called. In this instance, the AVCs will inform the GA of the GSVP Committee's decision and Board of Directors decision and request that the GA vote to enforce the decision. This meeting will not entail any discussion of a specific incident details, a complainant's identity, or the legitimacy of an instance of gendered and/or sexual violence. The role of the GA is to enforce the decision which was made by trained representatives.

11.10. Appeals

11.10.1. An appeal is not an opportunity for the complainant or the respondent to repeat the information provided to the GSVP Committee. The right to an appeal is not automatic and an appeal will only be considered if it meets the following requirements:



- a) The appeal is submitted by either the petitioner or the Respondent;
- b) The appeal must be made within five business days after the date of the final decision that is the subject of the appeal;
- c) The appeal includes the reasons for the appeal, the reasons why the appeal should be granted, the arguments in support of the appeal and the outcome sought;
- d) The appeal must demonstrate that:
 - i) There has been a fundamental procedural error in the making of the final decision and that such error has caused or will cause actual prejudice to the person seeking the appeal, or
 - ii) There are new facts relevant to the final decision that were not available and could not have been provided to the investigator of GSVP review panel.

11.10.2. The following is a non-exhaustive list of some examples of situations where an appeal would not meet the requirements of this paragraph:

- a) The appeal repeats arguments made at the meeting of the review committee or in written submissions and does not provide any new information relevant to the final decision;
- b) The appeal is based only on a disagreement with a finding of fact, including findings made about the credibility of witnesses;
- c) The appeal raises new arguments that were not made, but could have been made at the GSVP panel meeting
- d) The appeal amounts to a mere speculation or a bald statement of a procedural error causing prejudice and does not provide detailed and convincing information to establish the error and to establish a link between the error and actual prejudice or a reasonable expectation of prejudice to the person seeking the appeal.

11.10.3. The request for an appeal will be made within five business days of the initial decision, following section 11.9.1.

11.10.4. If an appeal is made, any interim measures implemented during the complaint may be extended for the duration of the appeal.

11.10.5. The appeal will be heard by the appeals panel of the GSVP Committee within 2 weeks of the request. They will review the findings of the initial panel and consider the grounds for appeal, ultimately deciding the outcome.

11.10.6. The appeals panel will provide their decision in writing to the AVCs, who will inform the complainant and respondent within 24 hours.



11.10.7. Upon the appeals decision, the AVCs will take appropriate steps to enforce any relevant sanctions.

12. Recording and reporting

12.1. An annual report will be drafted by the AVCs to be presented to Legislative Council at the end of the academic year. It will also be made available to members of SSMU online.

12.2. This report will include:

- a) Information and statistics relating to the frequency of disclosures made to the AVCs, including distinctions between anonymous and third-party disclosures;
- b) Documentation of initiatives, programs and other efforts made by SSMU to prevent and respond to sexual violence;
- c) Information and statistics relating to the frequency of formal complaints made and non-identifying information the sanctions enforced;
- d) The implementation and effectiveness of this Policy, including challenges experienced by the AVCs and recommendations for ways the policy can be better implemented.

13. Review

13.1. The SSMU will review this Policy one year after it comes into effect in consultation with the membership and stakeholders, and at least every two years following.



Students' Society of McGill University

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Located on Haudenosaunee and Anishinaabe, traditional territories

CONFLICT OF INTEREST POLICY

Adopted by Legislative Council: 2019/02/21

Expires: 2023/05/01

[Adopted Motion \(Link\)](#)

WHEREAS, the Article 16.2 of the Constitution of the Students' Society of McGill University ("the Society") has a provision relating to Conflicts of Interest;

WHEREAS, the Society's previous Conflict of Interest Policy expired March 29, 2017;

WHEREAS, a Conflict of Interest Policy would help to operationalize the provisions relating to Conflicts of Interest from the Society's Constitution;

WHEREAS, the present Conflict of Interest Policy has been reviewed by the Society's General Manager and Human Resources Manager;

BE IT RESOLVED, THAT the Legislative Council of the Society adopt the Conflict of Interest Policy included in Appendix A;

BE IT RESOLVED, THAT the policy shall expire on May 1, 2023;

BE IT RESOLVED, THAT the policy as amended by the Society's legal counsel upon approval by the Board of Directors be returned to Legislative Council for approval.

Moved by:

Tre Mansdoerfer, *President*

Philippe Cossette, *PT/OT Representative*

Maxence Frenette, *Engineering Representative*



APPENDIX A

1. Preamble and Scope

Students' Society of McGill University ("the Society") is committed to making decisions with integrity, transparency, and objectivity.

The Conflict of Interest Policy ("the Policy" or "this Policy") applies to Directors, Councillors, Officers, Senators, committee members (including members-at-large), non-permanent casual staff, permanent staff, and all others involved in Society decision-making processes for the duration of their involvement with the Society ("Concerned Individual(s)"). This Policy is intended to guide Concerned Individuals in independent decision-making, assist the Society and its Members in managing Conflicts of Interest – whether real or perceived – and provide a framework within which decisions in respect of Conflicts of Interest are made and, where appropriate, disciplinary measures imposed.

It is the intent of the Society that Concerned Individuals be briefed on the Policy and its contents. Regardless of the briefing, all Concerned Individuals are responsible for upholding this Policy and adhering to it in both letter and spirit.

2. Interpretation

- A. The following terms used in the Policy shall have the same definitions as those given to the same terms used in the Society's Constitution.
- a. **"Constitution"**
 - b. **"Councillor"**
 - c. **"Director"**
 - d. **"Election"**
 - e. **"Executive Committee"**
 - f. **"General Manager"**
 - g. **"Internal Regulations"**
 - h. **"Judicial Board"**
 - i. **"Legislative Council"**
 - j. **"Member"**
 - k. **"Nominating Committee"**
 - l. **"Officer"**
 - m. **"Policy"**



- n. **“Simple Majority”**
- o. **“Society” and “SSMU”**
- p. **“Speaker”**

B. Within the meaning of the Policy,

- a. **“Breach of the Conflict of Interest Policy”** shall refer to a situation in which a Concerned Individual has not properly addressed a Conflict of Interest or a Perceived Conflict of Interest by failing to address it in an appropriate manner when they ought reasonably to have known to disclose it, as determined in accordance with the Policy;
- b. **“Conflict of Interest”** shall mean any situation that is sufficient to affect, or provide incentive to affect, the Concerned Individual’s impartiality in their conduct of Society activities, including the events and circumstances detailed herein. Provided the Conflict of Interest is appropriately recognized, disclosed, assessed, and addressed, the existence of a Conflict of Interest does not connote misconduct;
- c. **“Financial Interest”** shall mean any financial or pecuniary interest of any kind which, in view of all of the circumstances, is substantial enough that it would, or reasonably could, affect a Concerned Individual’s judgment and ability to independently make decisions or conduct business in the best interests of the Society with respect to their involvement with the Society;
- d. **“Interpersonal Interest”** shall mean any relationship a Concerned Individual has with other individuals, including but not limited to a current or former romantic or sexual partner, friend, peer, family member, colleague (from occupations including but not limited to remunerated work, student group activities, projects, student group leadership, involvements with clubs, services, independent student groups whether registered under the Society or not, and campus publications), or roommate which would, or reasonably could, affect a Concerned Individual’s judgment with respect to their involvement with the Society;
- e. **“Perceived Conflict of Interest”** shall mean a situation in which a Concerned Individual appears to have a Conflict of Interest or any situation which creates the appearance of a Conflict of Interest in respect of a Concerned Individual;
- f. **“Professional Interest”** shall mean any advantage or benefit that an individual may pursue regarding non-Society, professional affiliations, or career opportunities that would, or reasonably could, affect a Concerned Individual’s judgment with respect to such Concerned Individual’s involvement with the Society; and



- g. **“Personal Interest”** shall mean any personal advantage or benefit that may be pursued by a Concerned Individual, whether a Financial Interest, Interpersonal Interest, Professional Interest or otherwise;

3. Roles and Responsibilities

- A. The Policy shall be administered by the Speaker of Council who shall help Concerned Individuals identify and manage Conflicts of Interest and Perceived Conflicts of Interest in accordance with this Policy.
- B. The Speaker of Council may, where required, take the following actions:
 - a. seek guidance in respect of this Policy from an Ad-hoc Conflict of Interest Committee comprised of all members of the Society’s standing Accountability Committee under the Board of Directors and the Society’s General Manager; and
 - b. upon the prior approval of the committee, delegate their responsibilities contained herein to the committee.
- C. Where the Speaker of Council is placed in a Conflict of Interest or Perceived Conflict of Interest, the Speaker of Council On-Call shall substitute the Speaker of Council in all matters dealing with such conflict, the whole in accordance with the procedures set forth herein.
- D. In the event that the Speaker of Council is placed in a Conflict of Interest or Perceived Conflict of Interest and the Society does not have a Speaker of Council On-Call, all of the duties outlined in this document shall be deferred to the Ad-hoc Conflict of Interest Committee.

4. Conflicts of Interest

The following events of circumstances describe situations which may be deemed as Conflicts of Interest or may give rise to a Conflict of Interest or Perceived Conflict of Interest and should be avoided by all Concerned Individuals:

- A. **Preferential treatment:** a Concerned Individual using their position to influence a decision so as to further their own Personal Interests or those of a party with whom they have an Interpersonal Interest:



- a. Interpersonal Interests between Concerned Individuals where one individual has influence or control over the other's conditions of employment are inappropriate. These relationships, even if consensual, may ultimately result in conflict or difficulties in carrying out the work of the Society. If such a relationship currently exists or develops, it must be disclosed.
 - b. Interpersonal Interests between Concerned Individuals where both are serving on the same elected decision-making body of the Society, including the Executive Committee, Legislative Council, Senate Caucus, or Board of Directors are in a Conflict of Interest that must be disclosed and proactively managed by the Speaker or Chair(s) of that decision-making body to avoid preferential treatment and/or retaliation;
- B. Use of privileged information: a Concerned Individual disclosing to any person, including a Personal Interest or Professional Interest, information obtained in the course of their duties as a Concerned Individual, which information is not generally available to the public and which, once disclosed, may place or could reasonably be expected to place, the Concerned Individual in a situation where the interests of the Society are in conflict with those of the person having received the information;
- C. Contracts and financial transactions: a Concerned Individual who knowingly has a Personal Interest or a Professional Interest in a Society contract or business transaction that includes but is not limited to any agreement or relationship involving the sale or purchase of goods or services, the providing or receipt of a loan or grant, the establishment of any other type of financial relationship, or the exercise of control over another organization. Such Concerned Individual shall not represent, advise, negotiate (including discussing the matter under negotiation with others within or outside the Society where they would, or reasonably could, influence the negotiations), or make decisions for the Society on this matter;
- D. Hiring: a Concerned Individual involved in a hiring process involving an Interpersonal Interest, including a family member, current or former roommate and/or a current or former romantic partner, or any other significant interpersonal relations. A Concerned Individual who is part of a hiring committee is responsible for disclosing where any person with whom they have an interpersonal relationship is a candidate for hire;
- E. Outside activities: Concerned Individuals should always prioritize the interests of the Society while conducting or participating in Society business. If an external activity or affiliation creates a Conflict of Interest or Perceived Conflict of Interest, the Concerned Individual must disclose it immediately;
- F. Gifts, hospitality, and other benefits: Concerned Individuals shall be prudent in choosing whether to accept a gift, hospitality, donation, or other benefit from a person, group, or



organization which may influence a decision or result from securing a financial transaction between the aforementioned and the Society. Accepting gifts, hospitality, or other benefits from individuals or entities can also result in a Conflict of Interest when the party providing the gift, hospitality, or other benefit does so under circumstances where it might be inferred that such action was intended to influence, compensate, or otherwise individually remunerate a Concerned Individual for a decision taken or business arrangement with the Society, or possibly would influence, the Concerned Individual in the performance of their duties:

- a. A Concerned Individual may accept minor gifts as token courtesies (e.g., notepads, pens, coffee mugs, et cetera), but may not accept gifts that may put them in a position of obligation and under no circumstances any gifts from any person in excess of \$50.00 in value (be it individually or in the aggregate).
 - b. If a Concerned Individual has any doubt about the appropriateness of accepting a gift, hospitality, donation, or other benefit, the Concerned Individual must refuse.
 - c. The Concerned Individual is welcome to consult with the Speaker of Council after such an occurrence to be better prepared for any similar situations which may subsequently occur; and
- G. Use of Society resources: Concerned Individuals shall not use Society resources, including but not limited to office supplies, building space, staff time, or funding, in pursuit of personal or professional interests. The Society permits Concerned Individuals to use Society communication devices, including but not limited to electronic mail addresses, telephones, computers, and internet connections, for personal purposes. However, a Concerned Individual's use of Society resources should not be used to the detriment of the Society. A Concerned Individual should exercise good judgment when using Society communication devices to offer personal opinions. To avoid confusion, a Concerned Individual shall add the following notice where confusion may arise in written media: "The views expressed in this medium are mine alone and do not necessarily reflect those of the Society."

5. Disclosure

Where a Concerned Individual becomes aware that they are in a Conflict of Interest or that a Perceived Conflict of Interest exists, including in respect of any of the matters outlined above, they must disclose this Conflict of Interest in writing, using the Potential Conflict of Interest Disclosure Form (Annex A), to the Speaker of Council (or Speaker of Council On-Call, if appropriate) in addition to the General



Manager as soon as the Concerned Individual becomes aware of the Conflict of Interest or Perceived Conflict of Interest.

6. Intervening Period

- A. In the intervening period between the disclosure of a Conflict of Interest or Perceived Conflict of Interest and the formal determination by the Speaker of Council (or Speaker of Council OnCall), the Concerned Individual must exercise their own sound and reasonable judgement as to whether they take any one of the following actions:
 - a. disclosing to the relevant decision-making body their potential conflict of interest;
 - b. the details thereof;
 - c. that a disclosure has been made to the Speaker of Council (or Speaker of Council OnCall) in accordance with this Policy;
 - d. voluntarily withdrawing from a meeting when business related to the Conflict of Interest or Perceived Conflict of Interest is discussed;
 - e. voluntarily waiving their right to participate in debate or discussions related to the Conflict of Interest or Perceived Conflict of Interest is discussed; and
 - f. voluntarily waiving their right to vote on matters related to the Conflict of Interest or Perceived Conflict of Interest is discussed.
- B. Instances where a Concerned Individual does not take reasonable steps to mitigate the circumstances surrounding their Conflict of Interest or Perceived Conflict of Interest may be grounds for further sanction or disciplinary processes as allowed by this and other Policies of the Society at the recommendation of the Speaker of Council (or Speaker of Council On-Call).

7. Determination of a Conflict of Interest

- A. After reviewing the Concerned Individual's Potential Conflict of Interest Disclosure Form, the Speaker of Council (or Speaker of Council On-Call), with the General Manager may determine:
 - a. there is or was no Conflict of Interest or Perceived Conflict of Interest;



- b. there exists or existed a Conflict of Interest or Perceived Conflict of Interest that is permissible if appropriately addressed by the relevant decision-making body, including as outlined by the remedies outlined in this Policy; or
 - c. there exists or existed a Conflict of Interest or Perceived Conflict of Interest that is not permissible and subject to the remedies herein.
 - B. Should the Speaker of Council or Speaker of Council On-Call feel unable to independently make a determination as stipulated above, they may form an Ad-hoc Conflict of Interest Committee with the membership set out in this Policy that will then be empowered to make the determinations set out in the foregoing section.
 - C. The Speaker of Council (or Speaker of Council On-Call) shall disclose in writing their determination to the Concerned Individual in question.
 - D. Where a Conflict of Interest exists, and the Concerned Individual expresses no desire to appeal that decision as per appeal procedure provided in this Policy, the Speaker of Council (or Speaker of Council On-Call) shall forward the determination (placing appropriate consideration to the Concerned Individual's right to confidentiality) to the Chair(s) of the relevant decision-making bodies to which the Concerned Individual's Conflict of Interest applies and to the Officer responsible for the portfolio within which the Concerned Individual in question falls, for the purposes of this Policy where:
 - a. Councillors fall under the President's portfolio;
 - b. Senators fall under the Vice-President (University Affairs') portfolio;
 - c. All Officers, including the President, fall under the collective purview of the Board of Directors as a whole;
 - d. Individual Directors fall under the collective purview of the Board of Directors as a whole;
 - e. Permanent or non-casual staff fall under the purview of the General Manager, who falls under the collective purview of the Board of Directors as a whole; and
 - f. Non-permanent or casual staff fall under the Officer to whom they report regularly or that is specified on their employment contract.



- E. The Speaker of Council (or Speaker of Council On-Call) may exercise, at their discretion, the right to recommend any appropriate remedies to the Concerned Individual, the Chair(s) of the relevant decision-making bodies, and the Officer responsible for the portfolio within which the Concerned Individual falls.

8. Remedies to a Conflict of Interest

- A. In all cases, the remedies to a Conflict of Interest do not independently resolve the Conflict but rather serve to mitigate the adverse effects on a Conflict of Interest.
- B. Once a determination has been made by the Speaker of Council (or Speaker of Council OnCall), they may recommend for adoption by the decision-making body any of the following remedies along with their written determination:
 - a. Proactive management of the situation by the Speaker or Chair(s) of that decision-making body to assure that the rights of all parties are protected, the work of the Society can continue in good order, and that no Concerned Individual participates in discussions, debates, or decisions on matters with which they have a Conflict of Interest;
 - b. Barring the Concerned Individual from any discussions on the matter being addressed;
 - c. Allowing the Concerned Individual to be present during discussions but without allowing the Concerned Individual to contribute to any such discussions or voting on the subject matter thereof;
 - d. Allowing the Concerned Individual to be present during discussions and allow the Concerned Individual to contribute to any such discussions but not voting on the subject matter thereof; and
 - e. Allowing the Concerned Individual to be present during discussions and voting on the subject matter thereof.



9. Appeal Procedure Following a Determination

- A. A Concerned Individual may appeal a decision of the Speaker of Council (or Speaker of Council On-Call) to the Judicial Board by following the procedures set out in the Judicial Board Internal Procedures governed by the deadlines contained therein.
- B. The Chair(s) of the relevant decision-making body to which this Conflict of Interest may apply and the General Manager must be informed that the Concerned Individual has appealed the matter to the Judicial Board, and that decision-making should be postponed if possible during that period. The Chair(s) must respect the Concerned Individual's right to confidentiality, according to this Policy and the recommendations of the Speaker of Council (or Speaker of Council On-Call).

10. Accusation of Breach and Breaches

- A. If a person other than the Concerned Individual believes another person within the scope of this Policy has breached the Conflict of Interest Policy, that individual shall be responsible for disclosing this in writing to the Speaker of Council (or Speaker of Council On-Call) using the Potential Conflict of Interest Disclosure Form (Annex A).
- B. In instances of an accused breach of this Policy, the procedures outlined in sections 7 and 8 of this Policy shall apply in determining whether a Conflict of Interest exists and the appropriate remedies to mitigate the Conflict of Interest.
- C. Any Conflict of Interest or Perceived Conflict of Interest shall be addressed in such a manner as to preserve the interests of the Society. Where the Speaker of Council (or Speaker of Council On-Call) determines that a breach of this Policy has occurred, the matter shall be referred to the relevant decision-making body to determine the consequence(s) of such breach with the recommendations of the Speaker of Council (or Speaker of Council On-Call), the whole in accordance with the following procedure, in circumstances of any Conflict of Interest or Perceived Conflict of Interest which are material or which cannot be effectively addressed except by a substantial change in circumstance:
 - a. The removal of the Concerned Individual from the decision-making body or from office;



- b. Any breach relating to hiring may result in re-hiring when permitted by law, and may result in the Concerned Individual's removal from office;
 - c. Any breach relating to the use of privileged information or financial transactions may result in the suspension or removal of the Concerned Individual from office;
 - d. Any breach relating to gifts, hospitality, and other benefits may result in the Concerned Individual being asked to return the gift or benefit, donate the gift or benefit to a charitable organization under the Income Tax Act deemed suitable by the relevant decision-making body, and/or removal of the Concerned Individual from office; and
 - e. Any breach relating to the use of Society resources may result in temporary suspension from use of the relevant property and/or communication device(s) and the required issuance of a formal apology for inappropriate conduct and/or removal of the Concerned Individual from office.
- D. The consequences of a breach of the Conflict of Interest Policy outlined above notwithstanding, the Speaker of Council (or Speaker of Council On-Call) may also recommend the issuance of an apology, the undertaking of any professional development for the Concerned Individual to help avoid future Conflicts of Interest, or other fair and reasonable steps appropriate to address a breach of the Policy.

11. Confidentiality

Except as required by law and this Policy, any information disclosed by any person to the Speaker of Council (or Speaker of Council On-Call) and the General Manager is confidential unless the relevant individual consents to its public release. This provision shall not apply to Directors, Officers, Councillors, Senators, or any other of the Society's elected representatives, except in the case that the Speaker of Council (or Speaker of Council On-Call) decides publication of such information would cause undue harm to the Concerned Individual or another party

- A. The Speaker of Council (or Speaker of Council On-Call) shall act in respect of constituents' right to access information regarding the conduct of their elected representatives
- B. In matters relating to the Society's finances, matters of ongoing litigation, disposition or acquisition of property by the Society, or negotiations with employees or matters regarding



human resources, the General Manager of the Society must be consulted as to the appropriateness of any releases

12. Special Provisions

Part 1. Employment of Councillors

- A. A Councillor who is also employed by the Society shall be deemed to be in a Conflict of Interest but may continue to serve as a member of the Legislative Council, provided certain conditions are met.
- B. Where a Conflict of Interest exists or arises, the Councillor shall notify the Speaker of Council and the Speaker of Council On-Call of the Conflict of Interest:
 - a. In the case of a Councillor who is employed by the Society at the time of their Election or who becomes employed by the Society shortly thereafter, prior to the first meeting of the Legislative Council at which they will serve as a Councillor; or
 - b. In the case of a Councillor who becomes an employee of the Society during their term, prior to the next meeting of the Legislative Council.
- C. The Speaker shall notify the Legislative Council of the existence of a Conflict of Interest.
- D. Councillors with a Conflict of Interest shall abstain from voting on matters materially connected with their employment at the Society or related to decisions that they have worked on, researched, recommendations that they bring to Legislative Council by means of their employed position with the Society.
- E. Councillors with a Conflict of Interest shall remove themselves from confidential sessions where the matters discussed are materially connected with their employment at the Society, but may be present for any In-Camera Sessions, provided they continue to comply with the requirement to abstain from voting on matters materially connected with their employment at the Society.
- F. Councillors with a Conflict of Interest shall at all times comply with this Policy



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- G. Failure to notify the Speaker of a Conflict of Interest or to comply with any other provisions herein constitutes a breach of this Policy to be addressed in accordance with section 10 of this Policy.

Part 2. Post-Script

This Policy is part of the Society's broader commitment to ethical and responsible action. The Society encourages Concerned Individuals to educate themselves about ethics and to ask questions whenever they encounter a situation that raises ethical questions they cannot readily answer. A culture of transparency, accountability, and integrity is essential to maintaining public faith in the Society while pursuing its best interests.



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

Long-Term Financial Plan

Valid: 2015/04/09 to 2018/04/09

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.



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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.



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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 resource.”⁹⁷ 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.

⁹⁷ Asset Definition from Intermediate Accounting 9th Addition by Kieso et al. (2010)



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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.



APPENDIX A

Adoption and amendments of the SSMU Policy and Plan Book

Adopted by the General Assembly, 2010-02-10
Amended by the Legislative Council, 2011-04-07
Amended by the Legislative Council, 2012-01-12
Amended by the Legislative Council, 2012-03-01
Amended by the Legislative Council, 2012-03-15
Amended by the Legislative Council, 2012-03-29
Amended by the Legislative Council, 2012-03-29
Amended by the Legislative Council, 2012-04-12
Amended by the Legislative Council, 2013-04-11
Amended by the Legislative Council, 2013-04-25
Amended by the Legislative Council, 2013-10-10
Amended by the Legislative Council, 2013-12-05
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
Amended By the Legislative Council, 2018-04-05
Amended By the Legislative Council, 2018-09-27
Amended By the Legislative Council, 2018-10-11
Amended By the Legislative Council, 2018-10-18
Amended By the Legislative Council, 2018-02-07