SSMU Positions Book

Students' Society of McGill University
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Located on Haudenosaunee and Anishinaabe, traditional territories

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POSITIONS BOOK

SSMU Positions provide general guidance for the advocacy priorities of the Society. Positions lay out the SSMU's values regarding internal and external issues, and are kept until amended, superseded, or removed. The Internal Regulations of Governance outline the procedures for creating and amending positions.

All representatives and employees are expected to conduct themselves in accordance with the values contained in this Positions Book to the best of their ability. General questions regarding SSMU's positions can be directed to external@ssmu.ca. Questions regarding SSMU governance, including how to adopt a new position, can be directed to president@ssmu.ca.

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1. Accessibility

In taking a leadership role in advocacy and operations surrounding accessibility, the SSMU believes:

1.1. In the promotion of universal access and the support of students with disabilities.

1.2. That there is no neutral language to discuss or describe disability, and that individuals may identify or choose to define the terms below differently.

1.3. That 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 extracurricular activities.

1.4. 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.

1.5. 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.

1.6. That individuals should not be expected to shoulder an undue burden in requesting accommodation within institutions.

1.7. 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.

1.8. In a social model of disability, which 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.

1.9. In the need 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:

   a. the accessibilization of entrances to all buildings on campus,
   b. the implementation of Universal Design for Learning on campus in both curriculum and assessment design
   c. ensuring an accessible work environment for all University staff, and

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d. the prioritization of funding for accessibility initiatives and services for students with disabilities

1.10. In the need 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.

1.11. In the need for a University-wide accessibility policy that includes a timeline for consultations, implementation, and regular reporting to Senate.

1.12. In 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.

2. Affordable Student Housing

In taking a leadership role in advocacy and operations surrounding the movement toward affordable student housing, the SSMU believes:

2.1. In the aim to decommodify the housing market and in challenging the assumption that having a roof over one's head is a privilege

3. Education

In taking a leadership role in advocacy surrounding access to education, the SSMU believes:

3.1. In high-quality, universally accessible post-secondary education as a human right.

3.2. In a strong opposition to any mechanism or legislation that would permit a non-consensual increase in student fees for any student, whether Quebecker, Canadian, or international.

3.3. In a public reinvestment in post-secondary education from all levels of government.

3.4. In the elimination of all financial barriers to a high-quality post-secondary education

3.5. In the 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

3.6. In paid stages, experiential learning and employment opportunities.

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3.7. In the enforcement of existing provincial legislation and the development of stricter requirements for unpaid internships, including the remuneration of all professional stages.

3.8. In increased provincial and federal funding of quality paid internship and work opportunities for students.

3.9. In a centralized coordination or screening method to assess the quality of internship postings, and in particular in the criteria from the Canadian Association of Career Educators and Employers.

3.10. In greater quality, supervision, and protections associated with education stages, 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).

3.11. In improved fairness, quality, and legality of internships for Members offered by McGill offices such as the Internship Offices Network (ION), Career Planning Services (CaPS), and Faculty internship or student affairs offices, including:

a. Screening of all internship opportunities by the university before they are advertised to students through any official channels,
b. Statistic-tracking by the university in order to gauge the accessibility of internship and funding opportunities on campus,
c. The establishment of salary guidelines and suggested learning plans for all internships based on academic program,
d. 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,
e. The active finding, promotion, circulation, and encouragement by McGill of internships that pay student workers a fair wage for their work and obey all applicable employment laws, and
f. 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.

3.12. That academic credit should be offered for applied opportunities.

3.13. That unpaid or for-cost internship and volunteerism programs offered by various student and external groups are cause for concern.

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4. Environment and Environmental Sustainability

In taking a leadership role in advocacy surrounding climate justice and environmental sustainability, the SSMU believes:

4.1. That the SSMU has a responsibility to encourage students and McGill University entities to combat a climate catastrophe, as it will affect students and global communities.

4.2. That the fight against the climate crisis is inextricable from a movement to combat systemic inequalities and the dominance of capitalist and colonialist paradigms in the Global North.

4.3. That groups affected the most by the climate crisis are often lacking in representation within structures that make crucial decisions impacting the Earth's climate, and as such, the SSMU's efforts to combat the climate crisis must:

    a.   Include the protection of human rights,
    b.   Respect the right to development and need for leniency of the progression of countries in the Global South to a low-carbon economy,
    c.   Ensuring transparency, accountability, and fair participation in the SSMU's approach,
    d.   Address gender inequalities, and
    e.   Emphasize education and partnership.

4.4. That, by continuing large-scale exploration and extraction, lobbying governments to amend legislation, and influencing the media, fossil fuel companies worldwide currently act as a barrier to action on the climate crisis.

4.5. In a timely transition away from fossil fuels with the goal of moving away from a catastrophic climate crisis fed by unchecked capitalism and colonialism, and toward a more equitable society.

4.6. That the historical and ongoing burden of emissions is overwhelmingly carried by Global North countries like Canada, and that these communities must take responsibility for leading a just transition.

4.7. That the communities of the Global South are entitled to resources and technology to heighten their standard of living as they plan a transition to a low-carbon economy - a transition must not be held to the same standards as the Global North, and should receive support.

4.8. That the University should increase research funding and internship opportunities in fields that contribute to a just transition to a zero-carbon future, such as renewable energies.

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4.9. That all institutions and communities must reach carbon neutrality by 2050.

4.10. That all fossil fuel extraction or distribution projects conducted without the free, prior, and informed consent of the Indigenous communities whose lands they affect must be actively opposed.

4.11. That solutions to address the climate crisis must come from communities and all governmental levels, and includes community renewable energy projects, fair, ambitious, and binding carbon pricing systems, and initiatives contributing to more sustainable food systems.

4.12. That a diversity of tactics is needed to address the climate crisis effectively and equitably, including divestment from fossil fuel companies by institutions and legislation by governments aimed at reducing overall emissions within their economies.

4.13. That the sustainability standards of all food providers on McGill campus should be continually improved, prioritizing waste reduction, then waste management.
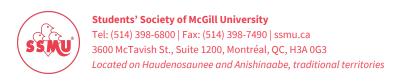
5. Ethics

The SSMU holds a broad commitment to ethical and responsible action, and believes:

5.1. That Directors, Councillors, Officers, Senators, committee members (including members-at-large), part-time and full-time employees, volunteers, and all other persons involved in the Society decision-making processes for the duration of their involvement with the Society are encouraged to educate themselves about ethics and to ask questions whenever they encounter a situation that raises ethical questions they cannot readily answer.

5.2. That a culture of transparency, accountability, and integrity is essential to maintaining public faith in the Society while pursuing its best interests.

6. Equity and Social Sustainability

In taking a allyship role in advocacy and operations surrounding the promotion of equity and social sustainability, the SSMU believes:

6.1. That the SSMU has a responsibility as a leader, representative, and service provider to conduct itself by the highest standards of respect, fairness, integrity, safety, and equitable treatment for all persons.

6.2. That historical and ongoing processes of oppression disadvantage and harm certain groups of people.

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6.3. That the practice of equity requires the dedication of material support to reduce intersectional barriers for marginalized groups who may benefit from targeted resources.

6.4. 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.

6.5. That 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.

6.6. 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."[1]

6.7. That 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.

7. Family Care

In taking a leadership role in advocacy and operations surrounding support for student parents and students with other dependents, the SSMU believes:

7.1. That the discrimination and exclusion faced by students with dependents, pregnant students, or breastfeeding students should be actively addressed in positions additional to those outlining the SSMU's commitment to equity.

7.2. 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.

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[1] "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.

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7.3. In the necessity of increased support for current and future efforts to research regarding the barriers faced by and needs of students with dependents and in the expansion of childcare services in Quebec.

7.4. That efforts surrounding family care must take into account the unique needs of student parents who are single, Indigenous, queer, trans, disable, racialized, of a lower socioeconomic status, and international student parents, due to additional barriers faced by these groups both institutionally and societally.

7.5. That pertinent demographic information regarding students with dependents should be 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.

7.6. In the creation of a physical Family Resource Office for Undergraduate students by the University.

7.7. That the University must institutionalize better support for students with dependents, including but not limited to:

> **7.7.1.** A University-wide leave of absence policy for all students with dependents.
> **7.7.2.** A more accessible medical note policy for staff and students with dependents.
> **7.7.3.** An accommodation policy for students who are pregnant or breastfeeding who require lab work to fulfill degree requirements.

8. Gender Equity

In taking an allyship role in advocacy and operations surrounding gender equity, the SSMU believes:

8.1. That, since gender is a social construct, it is possible to reject or modify the assignment made, and develop something that feels truer and just to oneself.

8.2. That there is no one step or set of steps that an individual must undergo in order to have their gender identity affirmed and respected.

9. Menstrual Justice

In taking an allyship role in advocacy and operations surrounding menstrual justice, the SSMU believes:

9.1. That a person's choice in some cases to not use menstrual products at all is a decision that is entirely theirs to make and one that should be respected as such.

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9.2. That people that experience menstruation are generally economically vulnerable due to patriarchal hiring practices, amongst other sexist work-based issues associated with the systemic oppression in moneymaking industries.

9.3. That the sparsity of menstrual hygiene products on campus presents an unnecessary fissure between reproductive health and menstrual health given that both of which are related to one's reproductive organs.

9.4. That the maintaining of a cost on menstrual hygiene products can label them as "Luxury", a clear marker of the discrimination faced against products deemed "feminine" in nature.

9.5. That product gendering usually prescribes to pricing discrimination in favour of men and perpetuates/creates some of the gender based segmentation and assumptions we have present today. It further contributes to societal pressures associated with Gender, that constantly negatively impacts and pressures people to fit a Gender mold that is deemed "normal".

9.6. That free menstrual hygiene product policies should be adopted at all higher levels of governance, including, but not limited to, at McGill, Municipal, and Provincial Government.

10. Fall Reading Break

The SSMU supports that a Fall Reading Break be implemented at McGill University, with the following:

10.1 The SSMU, through the Office of the Vice-President (University Affairs) and Vice-President (External Affairs), shall lobby to implement a Fall Reading Break at McGill University.

10.2 That the SSMU encourages the Senate Caucus to pursue implementation of a Fall Reading Break until said break is implemented.

11. Indigenous Equity

In taking an allyship role in advocacy and operations surrounding Indigenous equity, the SSMU believes:

11.1 That McGill University has historically failed to recognize and address its role in colonialism and the ongoing oppression of Indigenous peoples.

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11.2. In the importance of developing relationships with McGill-based and local Indigenous groups that are grounded in open communication and respect.

11.3. That meaningful advocacy and decision-making can only occur in dialogue and ongoing engagement with Indigenous communities.

11.4. That 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.

11.5. In University-run services that 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.

11.6. That the University should actively respect, consult with, and take direction from Indigenous Stakeholders and to increase Indigenous presence on the University campus as a whole.

11.7. That the University must 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, and by streamlining the admissions process among various faculties.

11.8. In increasing the number of Indigenous faculty and support staff members at the University though equitable and cluster hiring and the development of a full Indigenous Studies department.

11.9. That Indigenous peoples should have a formal role in the decision-making processes of the University, such as representation of the Board of Governors and in senior administrative positions.

11.10. In 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 Anishinaabe peoples, with the goal of education the community-at-large as well as developing spaces that facilitate the comfort, well-being, and cultural activities of Indigenous students, and accounting for diversity in artistic and cultural representation, the societal prevalence of pan-Indigenous stereotypes, and the role of self-identification in Indigeneity and cultural expression.

11.11. In visible Indigenous representation in the campus environment of the University including, but 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.

11.12. That the Truth and Reconciliation Commission (TRC) framework is not universally accepted and does not meet the needs of all Indigenous peoples. However, the SSMU believes in the

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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, with a particular focus on Calls to Action 6-17, 62-66, and 87-92, which 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.*

12. International Solidarity

In fulfilling its mandate to lead in advocacy and representation surrounding matters of human rights and social justice, the SSMU believes:

12.1. That the criticism of the actions or beliefs of a given government does not equate to the criticism of the nation or its people;

12.2. That the legitimacy and authority of a government is derived from its democracy and the consent of the governed;

12.3. That protests, community mobilizations, and other non-violent demonstrations are valid expressions of political dissent;

12.4. That all people have the right to self-determination;

12.5. That international disputes should be resolved, first and foremost, through diplomacy and multilateral cooperation;

12.6. That the human rights of migrants and displaced persons, regardless of their status or documentation, must be upheld;

12.7. That Indigenous stewardship and reconciliation are essential to environmental protection and the opposition of colonialism, imperialism, and expansionism;

12.8. That socialization and social services should prevail against deregulation, austerity, and financial destabilization;

12.9. That socioeconomic mobility must be favoured over class systems;

12.10. That secularism, the separation of church and state, should be promoted but should not infringe on freedom of religion;

12.11. That cultural diversity and relativity should be celebrated rather than discouraged or assimilated;

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12.12. That, above all else, human rights and freedoms, as outlined in the Quebec Charte des droits et libertés de la personne, Canadian Charter of Rights and Freedoms, and the Universal Declaration of Human Rights, must be protected and promoted.

13. Research

In taking a leadership role on advocacy surrounding research at post-secondary institutions, the SSMU believes:

13.1. That the ongoing on-campus development of military technology intended to inflict harm on people[2] is immoral.

13.2. That the McGill Regulation on the Conduct of Research should require military agency-funded research to indicate "whether the research has direct harmful consequences" before undergoing review for approval.

13.3. In support for student research opportunities that do not contribute to the development of harmful military technology.

13.4. That the University must adopt higher standards of transparency with regard to the sponsors and intended applications of research contracts.

13.5. That the delineation of "social responsibility" and the associated criteria be used to weigh the "potential benefits against the possibility of harmful applications" should be used to evaluate the permissibility of research contracts.

13.6. That increased access to medicines throughout the world is a public good and a human right.

13.7. That McGill University should implement a humanitarian or global access licensing framework for health-related technology transfers to the private sector

13.8. In the Association of University Technology Managers (AUTM)'s Statement of Principles and Strategies for the Equitable Dissemination of Medical Technologies.

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[2] Includes, among others, collaboration with Lockheed Martin, Techicon, and Defence Research and Development Canada on a missile guidance systems technology (1999-2010), the Aerospace Mechatronics Lab, and the thermobaric explosives developed and tested by the Shockwave Physics Group.

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14. Sexual Violence

In taking a leadership role in advocacy and operations surrounding the prevention of sexual violence, the SSMU believes:

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

14.2. 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.

14.3. That there are many steps the SSMU must take to begin to address the violence that it has been complicit in perpetuating. 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.

14.4. That the SSMU's 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.

14.5. In a holistic approach to addressing campus sexual violence that includes prevention, support and survivor-centric disciplinary processes, and requires reforms to both campus policies and provincial legislation.

14.6. In more resource allocation to support services on campus, particularly O-SVRSE and to better support individuals with intersecting marginalized identities.

14.7. In an intersectional approach to gendered and sexual violence by way of including representatives from marginalized groups, who are interested and have the capacity to participate in various SSMU and administrative committees.

14.8. That the health and safety of complainants in the reporting process process, including their mental health and psychological well-being, are paramount.

15. Student Life

In taking a leadership role in advocacy and operations surrounding a heightened quality of student life on campus, the SSMU believes:
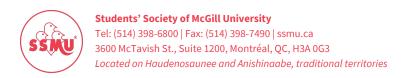
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15.1. That clubs and services impact a large number of students at our University

15.2. That maintaining and improving the SSMU's structure to support clubs and services is the Society's highest priority.

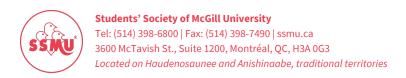**15.3.** That a Fall Reading Break should be implemented at McGill University

16. Wellness

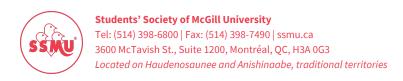In taking a leadership role in advocacy and operations surrounding wellness, the SSMU believes:

16.1. That mental health is arguably the most pressing issue facing students at university.

16.2. That all students have a right to live and study in an atmosphere that promotes and facilitates wellness and mental and physical health.

16.3. That students have a right to a diversity of accessible and equitable mental health services and support options.

16.4. That mental health services should be provided to students with respect for their rights, beliefs, identities, dignity, and autonomy.

16.5. In the innate resiliency of individuals and communities, and in the importance of building a strong sense of solidarity amongst students.

16.6. 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.

16.7. 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.

16.8. That, 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.

16.9. That 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.

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16.10. That students in crisis require significantly more resources to treat.

16.11. That 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.

16.12. That a strategy of supporting a network of diverse services will go a long way towards filling this gap in mental health services. This strategy must also ensure that students are provided with easy ways to understand and navigate this mental health network.

16.13. In a progression from awareness to a sense of ownership of personal and community mental health.

16.14. That the larger institutional policies and campus environment are detrimental to student health. As such, mental health advocates on campus must begin to shift advocacy efforts and campus dialogue towards the upstream determinants of student health- such as the competition in McGill's culture, unrealistic academic workload, and harmful academic policies.

16.15. In a mandatory mental health information passage in all syllabi, a mandatory mental health information slide in all classrooms at the beginning of semesters, and during times of heightened student distress, and a health information package for incoming students, sent before they arrive in September.

16.16. That the salary should be returned to student note takers at the Office for Students with Disabilities

16.17. In a formal evaluation of McGill's exam policies (for example, abolishing exams that comprise more than 50% of a student's grade).

16.18. In an an increase in the diversity of McGill's Mental Health staff expertise and experience through the hiring of, and/or collaboration with, more people of colour and gender diverse individuals

16.19. That smokers have the same rights as all students, and that all students have the right to a healthy, accessible, and supportive environment as well as the right to their own bodily autonomy.

16.20. That second-hand smoke exposure results in harm to students, especially those with pre-existing medical conditions.

16.21. That as a community, we can decide where, when, and how smoking should occur on campus, as we would regulate other activities.

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16.22. That 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).

16.23. That 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 SSMU recognizes that not all smokers want to quit smoking, however adequate and diverse support should be available for those who do.

16.24. That electronic cigarettes, nicotine vaporizers, and similar smoking cessation tools should remain affected only by the government nine-meter rule.

16.25. 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

16.26. In the provision and promotion of extensive, varies resources for smoking cessation and reduction to meet the needs of students. These resources should represent a range of approaches from non-directional and peer support through to nicotine replacement therapy and medications.These resources include, but are not limited to:
   a. Contact information of smoking chatlines
   b. Providing peer support for those wishing to quit or reduce their smoking
   c. Providing smoking cessation counseling and treatment at the Student Wellness Hub
   d. Providing links and coverage information for off-campus resources and counselling.

16.27. That designated smoking areas where smokers can smoke while not exposing others to second-hand smoke should be improved using the following principles:
   a. Consultation: Engagement with smokers and the community-at-large on the placement, design, and number of the areas

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

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

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

16.28. That the transition to a smoke-free campus must follow and be contingent upon the implementation of the aforementioned items and fulfillment of the following requirements:

a.   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.

b.   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.

c.   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.

d.   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.

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

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