



MOTION REGARDING REPRIORITIZATION OF THE POSITIONS BOOK 2026-03-26

Submitted for: 2026-03-26

Submitted to: SSMU Legislative Council Document no.: LEG-PUB-MOT-ID26-03-26-004

Moved by: Dymetri Taylor
President

Current
Status:

- FOR APPROVAL
- APPROVED
- POSTPONED
- COMMITTED
- NOT APPROVED

Seconded by: Meghan Lai
Senate Caucus Representative

Issue

This motion seeks to introduce a series of changes that will reposition the SSMU Positions book as the primary document guiding SSMU's social, political and operational advocacy and initiatives. This follows a full comprehensive review (with rationale in Appendix C) as mandated in the Positions Book and other Governing Documents.

Background and Rationale

The Positions book provides 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 Positions lay out the SSMU's values regarding internal and external issues, and are kept until amended, superseded, or removed.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 Positions book is primarily managed by the Legislative Council as described in the Internal Regulations of Governance.

In recent years, the Positions Book has been gradually replaced with numerous policies, plans and other documents. This has greatly increased the amount of mandates for Officers, as well as work behind the scenes at SSMU, which has placed strain on the Governance Department. In addition,

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there has become increasing overlap between multiple governing documents and redundancy.

This motion seeks to introduce a series of changes that will reposition the SSMU Positions book as the primary document guiding SSMU's social, political and operational advocacy and initiatives. These changes include: (1) rewording a section of the Internal Regulations of Governance to reposition the Positions Book in place of Policies in the hierarchy of Governing Documents, (2) a comprehensive review of the Positions Book, (3) the introduction of Governance mechanisms to train Executives moving forward in this new system, (4) the commencement of several Plans to address how SSMU will further align itself with the Positions Book.

1. Sections 2.2, 11.8-11.12 of the Internal Regulations of Governance have been adapted to reflect the new system in place vis a vis the Positions Book, Policies, and Plans. Namely, the hierarchy will now be Positions Book → Plans, and Policies will be removed from the Governing Documents.

2. The Positions book has been updated over the years to reflect current social, political and cultural issues and attitudes, but there has not been a comprehensive review of previously added positions in recent years. Some positions have been reworded for clarity or grammaticality, but substantial changes for numerous positions are included. These changes have been listed and their justification described in Appendix C.

3. Training of Executive Officers begins in May of each year, during which all Executives will receive training for the new system and encourage the dissemination of said information to their Staff to create a cultural shift within SSMU.

4. In addition to the Plans that currently exist, the Governance Department will initiate several more Plans to address Positions within the SSMU Positions Book which require further elaboration in a Plan to become actionable.

Of important note, all Policies will remain in effect until their established expiration dates (or their annulment), but can be superseded by the Positions Book.

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Alignment with Mission	This motion aligns with SSMU's mission by keeping documents up to date to best guide the actions of SSMU actors. It also increases the holistic sustainability of the SSMU by removing redundancy and increasing efficiency in Officers' and the Governance Department's conduct.
Consultations Completed	President, Vice-President (External), Vice-President (Internal), Vice-President (University Affairs), Vice-President (Finance), Vice-President (Clubs & Services) Internal Counsel & Corporate Secretary, Policy & Advocacy Coordinator Wellness Commissioner, Daycare Director, Indigenous Affairs Commissioner, Open Education Resource Commissioner, Sustainability Commissioners.
Risk Factors and Resource Implications	This will require additional training of the Executive Officers, however this can be incorporated into their regular training in May. This will require efforts on the part of the Governance Department to instill a cultural shift towards reprioritizing the Positions Book.
Impact of Decision and Next Steps	If approved at the Legislative Council, this motion will be forwarded to the Board of Directors for ratification. Following the ratification, the updated Internal Regulations of Governance and Positions Book will be incorporated as Governing Documents of SSMU. It will be sent for translation and published on the website.
Motion or Resolution for Approval	Be it resolved that the Internal Regulations of Governance, as outlined in Appendix A, be amended. Be it further resolved that the Positions Book, as outlined in Appendix B, be adopted as the Positions Book of the Students' Society of McGill University.

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Results of the
Vote

- In favour ()
- Opposed ()
- Abstain ()

APPROVED

Appendix A : Internal Regulations of Governance

[POSITIONS Internal Regulations of Governance 2026-02-30](#)

Appendix B : Positions Book

[SSMU Positions Book 2026-02-30](#)

Appendix C : Description of Changes

Black Equity

In taking a leadership role in advocacy and operations concerning Black equity, the SSMU believes:

1.2. “Black student” describes any student who self-identifies as Black, African American, or of African descent, including those from the African diaspora. This can include individuals with heritage or ancestry from various regions including, but not limited to, Africa, the Caribbean, Latin America, and other parts of the world where people of African descent reside.

1.1. There remain specific issues that disproportionately affect Black students, necessitating more focused and targeted interventions.

1.3. In the importance of engaging with external partners to support broader racial equity movements and to advocate for Black student interests beyond the campus.

1.4. In confronting and repairing the injustices caused by racism and taking action at every level to ensure equal opportunity for all people.

Accessibility

That there is no neutral language to discuss or describe disability, and that individuals may identify or choose whatever terms they feel most appropriately define their experiences. to define the terms below differently:

- Neutrality is subjective and so is the experience of disability.

That disability may impact body function & structure, activity, or participation, and be influenced by contextual factors, but does not have to affect all aspects to be considered a disability.

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- In line with WHO's definition of disability.¹

~~That the number of students with disabilities on campus continues to increase alongside rising mental health concerns in the McGill community, while noting that n~~ not all individuals who have a mental illness identify as having a disability, **but mental illness can be considered a disability.**

- Lack of statistical basis for claims, but a continued recognition of that mental illness and disability can either be associated or considered separate.

~~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:~~

- Moved to the newly created “intersectionality” section.

That individuals have no responsibility or mandate to disclose the specifics of their disabilities or health conditions in order to receive consideration or accommodations.

- Expanding on McGill's policy² for students with disabilities and the federal standards established for employers.³

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

- Change based on the responsibilities and scope of the Senate, more broad to account for alternative reporting methods.

That implementing accommodations is a balance of factors, where organizers must determine the most appropriate action based on maximizing accessibility and minimizing harm.

- Expanding on McGill's policy⁴ for students with disabilities and the federal standards established for employers.⁵

¹ https://apps.who.int/gb/ebwha/pdf_files/WHA66/A66_12-en.pdf

²

https://www.mcgill.ca/secretariat/files/secretariat/students_with_disabilities_policy_concerning_the_right_to_academic_accommodations_for.pdf

³ <https://www.chrc-ccdp.gc.ca/resources/publications/workplace-accommodation-guide>

⁴

https://www.mcgill.ca/secretariat/files/secretariat/students_with_disabilities_policy_concerning_the_right_to_academic_accommodations_for.pdf

⁵ <https://www.chrc-ccdp.gc.ca/resources/publications/workplace-accommodation-guide>

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Housing

In cooperative, public, and non-profit housing as long-term **goals, with the prioritization of affordable and fair market value housing in the interim.** ~~alternatives to market-based housing.~~

- More realistic and guides SSMU actions more concretely.

That homelessness and housing precarity is a product of systemic factors and structural issues, including but not limited to the **financial incentives for landlords associated with financialization of housing, unregulated housing markets, and a scarcity of social (i.e. cooperative, public, and non-profit) housing.**

- Clarity

~~2.6. That this information should be available in accessible formats, taking into account people with disabilities and those experiencing language or cultural barriers.~~

- Removed to place in other section.

That **gentrification negatively impacts existing residents, who are traditionally marginalised, by pricing them out of the area in which they live.** ~~affordable student housing can reduce the negative impact of studentification on neighbourhoods.~~

- Rewording for clarity and focusing on the negative impacts of gentrification on marginalized groups.

Education

In the elimination of all financial barriers **(including costly, mandatory, single-use textbooks)** to a high-quality ~~post-secondary~~ education

- Highlighting a common barrier for students to work towards reducing.

In **the fair compensation for labour provided by students during stages, experiential learning opportunities, and internships.** ~~paid stages, experiential learning, and employment opportunities.~~

- Reworded for clarity.

In increased provincial and federal funding of quality paid internship and work opportunities for students, **especially marginalised students.**

- Prioritizing marginalised students based on encouraging equitable practices.

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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.~~
- Reduced to a clear position without unnecessary details that makes the positions no longer applicable/not easily applied to different contexts.

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

- Volunteerism is integral to the functioning of a community.

In peer-reviewed, openly licensed textbooks that facilitate accessible, diverse and inclusive learning.

- Increasing the accessibility of educational materials and the concept of learning.

In challenging the implicit support of proprietary publishers and supporting community-expert-led scholarly publishing systems.

- Increasing the accessibility of educational materials and the concept of learning by shifting the priorities towards more sustainable practices.

Environment and Environmental Sustainability

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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 **intersectional** gender inequalities, and
 - e. Emphasize education and partnership.
- Removal of the delineation between "Global North" vs "Global South". Expansion of the forms of inequalities referenced.

That **countries who have** historically and **currently been responsible** ~~ongoing~~ for the **production burden** of emissions is overwhelmingly carried by Global North countries like Canada, and that these ~~communities~~ must take responsibility for leading a just transition.

- Removal of the delineation between "Global North" vs "Global South" and clarification of responsibility for carbon emissions.

That ~~the~~ communities **who have been historically or have currently lower standards of living** 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.~~

- Removal of the delineation between "Global North" vs "Global South" and further definition of responsibility of carbon emissions.

~~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.~~

- Removed due to opposition of fossil fuels generally, with the consideration of equitable access to economic opportunities covered in 4.7.

That consumption of materials such as clothes and electronics should be done in an environmentally conscious way and prioritize sustainable options wherever possible.

- Addition to cover the growing concern about overconsumption and fast fashion.

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Ethics & Responsibility

That **all stakeholders** ~~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~~ **have a responsibility** ~~are encouraged to~~ **adequately** educate themselves on related topics and perspectives before forming conclusions. ~~about ethics and to ask questions whenever they encounter a situation that raises ethical questions they cannot readily answer.~~

- Reworded for clarity.

That all Members of the Society have a responsibility to remain well-informed on topics related to the function of the Society or McGill, to the best of their ability given the resources available to them.

- Addition based on the Consultation Policy and involvement of Members in SSMU.

Equity & Social Sustainability

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

That such harm applies on a systemic level, but does not apply equally or uniformly to each individual.

- Acknowledgement of intersectionality and individual equity needs.

~~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.”⁶~~

- Moved to the newly created “intersectionality” section.

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~~ **The Society must remain committed to** creating safe havens from the rest of society, where marginalized persons can come together and create communities where they are supported in combating systemic oppression.

⁶ “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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- Reworded for clarity, wordiness and consideration of the many civil rights movements not previously included.

Family Care

That the visibility of students with dependents is very low. ~~despite the assumption that these issues are irrelevant to McGill's undergraduate student population:~~

- Lack of evidence to support the claim, but continued recognition of the realities of students with dependents.

~~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:~~

- Unclear, outdated and may cause confusion from students (ala new regulations from Quebec government).

That efforts surrounding family care 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,~~ **marginalised** due to additional barriers faced by these groups both institutionally and societally.

- Reworded for clarity and consideration of many forms of marginalization that may occur.
- Removal of all positions related to Fall Reading Break (no longer relevant).

Fall Reading Break

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

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

- Removed due to irrelevancy.

Food Security

That access to nutritious food that accounts for dietary restrictions is a fundamental human right.

That SSMU should seek and promote methods of reducing food insecurity on campus.

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Freedom of Religion

In the fundamental right to freedom of religion and conscience, as **described in** ~~guaranteed by~~ the Canadian Charter of Rights and Freedoms and the Quebec Charter of Human Rights and Freedoms.

That this right includes the right to perform and/or receive public services.

That this right includes the ability to dress in a manner that adheres to one's religious belief(s).

- Clarification of the importance of freedom of expression in relation to freedom of religion.

~~That conceptions of state religious neutrality have been invoked to enact discriminatory restrictions on religious and cultural expression in Quebec, disproportionately harming religious minorities and marginalised people. ,including but not limited to Muslim, Jewish and Sikh communities.~~

- Reworded for clarity and consideration of many forms of marginalization that may occur.

~~That the enactment of such restrictions is correlated with the rise of racist attitudes, xenophobic movements, hate crimes, and violence against religious minorities, which especially affects women and gender minorities, both in Quebec and elsewhere in the world.~~

- Moved to the newly created “intersectionality” section.

That the enactment of laws that discriminate against people on the basis of their religious affiliation, notwithstanding their fundamental rights and freedoms, **should be actively opposed at both the provincial and federal levels.** ~~sets a dangerous precedent for arbitrary and authoritarian government in Quebec and Canada.~~

- Reworded to be more actionable.

That any attempt by any level of government to discriminate against people on the basis of their religious affiliation, conviction, or belief, whether directly or indirectly, must be strongly, vigorously, and unequivocally opposed. ~~,in solidarity with those affected.~~

However, this does not extend to the actions of any individual on the basis of their religious affiliation, conviction, or beliefs that causes harm.

- Addition is meant to recognize the distinction between beliefs and actions (in relation to the effects and harm that actions can cause).

Gender & Sexuality

That an individual's gender identity, **gender expression, and sexuality** must always be affirmed and respected, including through the use of their preferred name and pronouns.

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- Expanded to include gender expression and sexuality.

~~That gender identity is highly personal and should not be mandated or predetermined by external factors or actors.~~

- Removed for overlap/repetition with 10.1.

~~That gendered language or pronouns, including gender neutral language and pronouns, must never be ascribed to an individual without that individual's permission.~~

~~**10.3.1.** That, in cases where an individual's pronouns are not known and/or cannot be requested, no pronouns should be used to refer to that individual.~~

- Reworded for realisticness and clarity, as well as the idea that pronouns in some capacity must be used.

~~That menstrual products and services should be easily and freely accessible, both on campus and in society at large, as outlined in the Position on Menstrual Justice.~~

- Removed for repetitiveness and overlap with the Position on Menstrual Justice.

Intersectionality

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."⁷

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.

That identities are neither isolated nor reducible to any one or other, and their interaction produces intersecting experiences of marginalisation.

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 processes.

⁷ "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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That institutions which operate within a capitalist system have a responsibility to lead by example and divest from any groups that enable or contribute to any form of systemic violence.

That restrictions on religious and cultural expression is correlated with the rise of racist attitudes, xenophobic movements, hate crimes, and violence against religious minorities, which especially affects women and gender minorities, both in Quebec and elsewhere in the world.

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 money-making industries.

In the importance of intersectional, inclusionary identity-based training for all groups and individuals who operate on behalf of the SSMU.

In the equitable, rather than equal, distribution of resources.

- This new section is composed of positions previously in other sections that are better suited for a section on 'Intersectionality'. As well as some additions that refer to other components of intersectionality.

Menstrual Justice

That all persons should have the opportunity and means to choose through a range of menstrual products that best meet their needs.

- Addition to further elaborate on 11.1.1.

~~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 money-making industries.~~

- Moved to the newly created "intersectionality" section.

That menstrual products should be readily accessible on campus. ~~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.~~

- Reworded for clarity.

~~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.~~

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~~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”.~~

- Moved to the newly created “intersectionality” section.

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

- Further elaboration to define the types of relevant institutions.

Indigenous Equity

12.8. In 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.

- Goal removed as its been achieved.

~~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 implementation and maintenance of indigenous solidarity actions, including but not limited to the Truth and Reconciliation Commission (TRC) framework, particularly the 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.~~

- Reduced for length and complexity, reducing specificity to be more applicable as a position.

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

That such demonstrations may not impede on the rights of others.

- Further elaboration to encompass undue harm and possible infringement of rights.

Nations should have freedom of consciousness regardless of the nature of a government's regime. ~~That secularism, the separation of church and state, should be promoted but should not infringe on freedom of religion;~~

- Theocracy or religious regime is not necessarily tied to authoritarianism and false equivalency leads to implicit bias and stereotyping. Secularism should not necessarily be promoted, but rather freedom of consciousness.

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~~That students have the right to advocate for the liberation, dignity, and self-determination of the Palestinian people, as they do for all peoples, and that such advocacy must be protected from being illegitimately mischaracterized as antisemitism when it does not target Jewish people as Jews—as such mischaracterizations only further jeopardize Jewish safety. This includes support for non-violent protest, divestment, and internal legal frameworks (e.g. BDS-style movements) relating to human rights and decolonization in line with SSMU precedent, as well as Canadian and international law;~~

- ~~Removed due to overlap with 13.1., 13.2., 13.3. and 13.4.~~

~~That the SSMU should and must oppose **oppressive regimes** facism in all of its forms;~~

- ~~Expanding to encompass other forms of oppressive regimes.~~

~~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.~~

- ~~Removed due to overlap 9.1.~~

Institutions of Public Safety

~~That these identities are neither isolated nor reducible to any one or other, and their interaction produces intersecting experiences of marginalisation:~~

- ~~Moved to the newly created “intersectionality” section.~~

~~That police interventions do not address the root causes of crime. ~~social marginalisation and insecurity but tend, rather, to exacerbate systemic oppression and stigmatisation.~~~~

- ~~Reworded for clarity and simplicity.~~

~~That the criminal justice system systematically fails to address incidents of gendered and sexual violence, as well as the structures that perpetuate it.~~

- ~~Removed due to overlap with 14.5.~~

~~That the criminal justice system and the individuals who uphold it **in its current iteration is insufficient in its protection and service to** routinely re-traumatizes individuals who have experienced gendered and sexual violence.~~

- ~~Simplified to place blame on the system rather than individuals and giving space for improvement. Citation included.~~

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That, given their relationship with marginalised people, the police and the criminal justice system **are inherently flawed and require restructuring**, fail systemically as institutions of public safety.

- Reworded to be more clear and actionable.

~~That sex work is a legitimate occupation that must be decriminalised. The criminalisation of sex work renders sex workers vulnerable to exploitation, harassment, and indignity; makes their work more unsafe; and hinders their access to social services and legal services.~~

- Adequately covered under broader principles for personal dignity and respect for individual choice.

~~That harm reductive approaches to substance use must be prioritised by public safety institutions. ,for which reason all street drugs must be decriminalised.~~

- Reworded to remove the decriminalisation of all drugs as this is not nuanced to the realities of how decriminalization works.

~~In the prioritisation of transformative and restorative justice approaches to interpersonal harm, over punitive and carceral approaches for non-violent crimes.~~

- Further specification.

~~That the enforcement of physical borders impedes social and economic mobility especially for and disproportionately harms undocumented immigrants. ,particularly Indigenous peoples and people with low incomes.~~

- Reworded for clarity and specificity.

Research

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

- Expanded to encompass more contexts.

~~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.~~

- Removed due to lack of clarity and actionability.

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

- Expanded to encompass more contexts.

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

- Outdated.

Sexual Violence

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 i~~ Individuals who experience gendered and/or sexual violence **should** have access to timely and specialized resources to support their healing processes.

- Reworded to not be in first person.

~~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 processes committees.~~

- Moved to the newly created "intersectionality" section.

Clubs & Services

That Clubs and Services impact a large number of students at our University, **but a Club or Service does not need to impact a majority of students to be considered valuable to campus life.**

- Adapted to consider the value of specialized Clubs/Services providing support to select individuals.

That maintaining and improving the SSMU's structure to support **students Clubs and Services** **must remain** the Society's highest priority.

- Adapted from Policy on Clubs & Services as SSMU's highest priority.

That Clubs and Services should primarily prioritize Members of the Society in their operations.

- Adapted from Policy on Clubs & Services as SSMU's highest priority.

Student-focused events should take into consideration equity in their planning and implementation, consulting with relevant stakeholders whenever possible.

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- Move towards further equity and accessibility in events.

Wellness

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

- Mental health is an incredibly pressing issue, but saying its the MOST pressing issue is debatable.

~~18.3.~~ That students have a right to a diversity of accessible and equitable mental health services and support options.

- Simplified.

~~18.6.~~ That each individual experiences mental health and wellness, and mental health challenges differently, and that all mental health and wellness initiatives must respect this diversity of experiences and choices.

- Mental health and wellness encompasses mental health challenges.

~~18.11.~~ That there exists a gap in mental health services here at McGill **and existing services should strive for greater accessibility and quality.** ~~students do not have access to, or are not aware of, services that can help them deal with mental health issues early on.~~

That mental health advocates on campus must begin to shift advocacy efforts and campus dialogue towards the upstream determinants of student health.

- Reworded to acknowledge that services exist but at a lower capacity than the demands of students. Moved 18.14. Up and simplified.

~~18.12.~~ 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.~~

- Removed as this is no longer the primary concern. The resources are there, they are just either insufficient for demands or students are not properly made aware.

~~18.14.~~ 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, unrealistic academic workload, and harmful academic policies.~~

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- Moved to 18.11.1.

18.15. In a mandatory mental health information passage in all syllabi, and 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.~~

- Health information package is now available to students.

18.16. That student note takers at the Office for Student Accessibility and Achievement should be fairly compensated for their labour

- In line with other positions on fair compensation for labour.

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

- Reworded to be more continuous as a goal and removing the specificity that is no longer applicable.

18.19. ~~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:~~

- Removed due to unnecessary specificity when other positions referring to "substances" cover these topics. Also contradictory between 18.19., 18.20., 18.21., etc.

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

- Removed due to unnecessary specificity when other positions referring to "substances" cover these topics. Also contradictory between 18.19., 18.20., 18.21., etc.

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

- Removed due to unnecessary specificity when other positions referring to "substances" cover these topics. Also contradictory between 18.19., 18.20., 18.21., etc.

18.22. 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).~~

- Removed unnecessary specificity.

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~~18.23. 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.~~

- Removed due to unnecessary specificity when other positions referring to “substances” cover these topics.

~~18.24. That electronic cigarettes, nicotine vaporizers, and similar smoking cessation tools should remain affected only by the government nine-meter rule.~~

- Removed as this is currently standard practice.

18.25. That **substance** users and those with a history of **substance** use often go without a real voice in the creation of programs and policies designed to prevent the harmful effects of drug use.

- Expanded to refer to all substances and all substance use.

18.26. In the provision and promotion of extensive, varied resources for **substance** 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 **substance use** ~~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.
- Expanded to refer to all substances and all substance use.

~~18.27. 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~~

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- d. ~~Promotion: Identifying the areas as the locations for smoking and adjusting enforcement mechanisms as necessary.~~
- Removed due to unnecessary specificity when other positions referring to “substances” cover these topics. Also contradictory between 18.19., 18.20., 18.21., etc.

~~18.28. 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 alongside limited security presence. Best practices should be identified from other smoke-free campuses in North America.~~

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

- Removed due to unnecessary specificity when other positions referring to “substances” cover these topics. Also contradictory between 18.19., 18.20., 18.21., etc.

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~~15.8. In the Association of University Technology Managers (AUTM)'s Statement of Principles and Strategies for the Equitable Dissemination of Medical Technologies.~~

- Removed as it is incredibly outdated (2009).

APPROVED