

## 1. CALL TO ORDER

Call to Order – 1:03PM

## 2. TERRITORIAL ACKNOWLEDGMENT

We respectfully acknowledge that the SFSS is located on the traditional, unceded territories of the Coast Salish peoples, including the x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam), Sk̓wxwú7mesh Úxwumixw (Squamish), Selílwtulh (Tsleil-Waututh), k<sup>w</sup>ik<sup>w</sup>əłəm (Kwkwetlem) and q̓icəy̓ (Katzie) Nations. Unceded means that these territories have never been handed over, sold, or given up by these nations, and we are currently situated on occupied territories.

## 3. ROLL CALL OF ATTENDANCE

### 3.1 Board Composition

President ( <i>Chair</i> ) .....	Osob Mohamed
VP External Relations .....	Samad Raza
VP Finance .....	Corbett Gildersleve
VP Student Services.....	Matthew Provost
VP Student Life .....	Jennifer Chou
VP University Relations.....	Gabe Liosis
At-Large Representative .....	Balqees Jama
At-Large Representative .....	Phum Luckkid
Faculty Representative (Applied Sciences) .....	Harry Preet Singh
Faculty Representative (Arts & Social Sciences).....	Sude Guvendik
Faculty Representative (Business) .....	Mehtaab Gill
Faculty Representative (Communications, Art, & Technology) .....	Haider Masood
Faculty Representative (Education).....	Emerly Liu
Faculty Representative (Environment) .....	Anuki Karunajeewa
Faculty Representative (Health Sciences) .....	Nafoni Modi
Faculty Representative (Science).....	WeiChun Kua

### 3.2 Society Staff

Campaign, Research, and Policy Coordinator .....	Sarah Edmunds
Transition Manager .....	Lawrence Jones
Administrative Assistant .....	Brianna Mau
Out on Campus Coordinator .....	Ashley Brooks
Communications Coordinator .....	Sindhu Dharmarajah

### 3.3 Guests

SFU350 Co-President .....	Abigail Herd
SFU350 Executive .....	Brennan Strandberg
Ethelo Representative .....	Bradley Roulston

### 3.4 Regrets

Faculty Representative (Business).....	Mehtaab Gill
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## 4. RATIFICATIONS OF REGRETS

### 4.1 MOTION BOD 2020-12-11:01

**Matthew/Corbett**

*Be it resolved to ratify regrets from Mehtaab Gill (non-Society work conflict).*

**CARRIED UNANIMOUSLY**

## 5. ADOPTION OF THE AGENDA

### 5.1 MOTION BOD 2020-12-11:02

**Nafoni/Gabe**

*Be it resolved to adopt the agenda as amended.*

**CARRIED AS AMENDED UNANIMOUSLY**

- Add New Business 8.5 Post Graduate Work Permit Letter.
- Add In-Camera Discussion UPass October Stats and Spring UPass.
- Add New Business 8.6 SFSS Divestment Referendum Question.
- Add New Business 8.7 Memory Express and Esports Lounge.
- Add New Business 8.8 Participatory Budgeting Pilot Project.
- Add In-Camera Discussion Studentcare Agreement Extension.
- Add In-Camera Discussion SFSS Emergency Funding.
- Add New Business 8.9 Pass/Fail Grading Scheme.
- Add Discussion Item 9.2 Spring 2021 Referenda.
- Add New Business 8.10 DSU Space Campaign.
- Swap order of presentations. SFU 350 Divestment Referendum will go first.
- Add Discussion Item 9.3 Farmer's Protests in India.

## 6. MATTERS ARISING FROM THE MINUTES

### 6.1 Committee Minutes-MOTION BOD 2020-11-27:03

**Gabe/Jennifer**

*Be it resolved to receive and file the following minute(s):*

- AAC 2020-11-10
- AC 2020-11-24
- BIPOC 2020-10-19
- ECAC 2020-06-01
- ECAC 2020-06-22
- ECAC 2020-07-20
- ECAC 2020-08-17
- ECAC 2020-09-29
- EVENTS 2020-11-18
- FASC 2020-11-09
- SCC 2020-11-04

**CARRIED UNANIMOUSLY**

## 7. PRESENTATIONS

### 7.1 SFU350 Divestment Referendum

- Presenters Abigail Herd & Brennan Strandberg-Salmon.
  - SFU 350 is a student run club dedicated to engaging SFU and students to tackle climate change.
  - SFU350's Divestment Campaign includes SFU's endowment and BEAM and SIAS, two student-run asset management groups.
    - SFU has acted in response and set targets to meet.
    - The purpose of divestment is not necessarily to have financial impact but to revoke social license of the companies to operate with business as usual.
  - The fossil-fuel sector has been underperforming and moving forward it's not promising to continue investing in it.
  - Shareholder engagement and carbon footprinting are not solutions as small shareholders, like SFSS, do not have much impact, and carbon footprinting does not include Scope 3 initiatives.
  - Over 1,200 institutions have committed to divestment around the world, 191 are educational institutions.
  - Referendum Question as noted in New Business 8.6.
    - Reasons for the referendum:
      - Restrict fossil fuel investments of current and future boards.
      - Position the investments of the SFSS well in light of declining oil prices and stranded asset risks.
      - Pressure other student societies and SFU treasury to divest.
      - Revoke social license of fossil fuel companies to operate with impunity.
  - SFU350 will launch a referendum campaign if motion passes to make sure the student body is aware of it.
- Discussion
  - Currently, the Board already follows the restrictions noted in the referendum. This is a good way to be held accountable now as well as hold future Boards accountable.

### 7.2 Participatory Budgeting: Ethelo

- Presentation from Bradley Roulston.
  - Collective decision making online where it builds consensus by looking at all scenarios and ranks them in order of most broadly supportive.
  - Will send a copy of SlideDeck afterwards.
  - Has worked with SFU previously and Centre of Dialogue.
  - Participatory Budgeting gives portion of budget to public, the student body in this case, and asks them how they would like to spend it from a shortlist of options.
  - The platform builds trust - even if the outcome wasn't what someone wanted, they'll feel like the process was fair because their voice was still heard.
  - They can arrange the license so it can be used for something else (not just budgeting, can be used for policy).

- Platform is customizable, works on mobile, and configurable.
  - Can embed links, images, videos.
- They can also help with marketing of campaigns.
- Ethelo has a high completion rate.
- Summary of results show up in real time on the right when students are voting.
  - Can allow students to vote budget into a deficit and have them auto balance it.
- Allows for comments which increases transparency.
- Can include a demographic survey at the end for data collection.
- Ethelo also takes conflict into account to note what initiatives are divided and what is a consensus.
- A good educational tool as people learn about what the SFSS does, the trade-offs that need to be made, and how it might be done.
- Discussion
  - Accessibility
    - It is screen reader friendly, but there's a lot of content to go through. Ethelo has services where they have a telephone concierge, who can walk people through it.
    - The voting options are mouse/cursor only.
  - Filtering out trolls
    - Written final report is comes with summary pf everything.
    - Ethelo does validation to make sure people aren't voting several times, but it's difficult to decide and see if someone is serious or not.
    - They can also see results were someone picks all the same answers.
    - Comments are only in the qualitative surveys, and you can moderate it or make it private.
  - Students can change their minds if needed.
    - System remembers IP addresses but counts phone and desktop separately.
    - If SFSS emails students a link, they're pre-registered.
  - What strategies does Ethelo use when keeping engagement up online?
    - Schools have better success than public.
    - Email, social media, website should be enough for SFSS.
    - Marketing that Ethelo can provide, Citizens Panels, is very targeted and makes it easy to campaign to people's Facebook accounts. This would be a separate conversation.
    - Ethelo can also market alongside SFSS to switch up the marketing messages as well.

## 8. NEW BUSINESS

### 8.1 Policy Change to the SFSS Elections and Referenda Policies NEP-1(3) -MOTION BOD 2020-12-11:04

**Gabe/Haider**

*Be it resolved to amend the SFSS Elections and Referenda Policies NEP-1(3) to read "The Notice of Election and Referendum Period will last at least 1 week".*

**CARRIED UNANIMOUSLY**

- Simple amendment to Election and Referendum Policies that was missed.
- Election and Referendum Policies says notice of election period lasts two weeks, but bylaws read that notice of election period lasts one week. \_
- Policies also note that notice of election period cannot start before first day of classes. With the first week of classes pushed back, the nomination would have to start in December if following the Election and Referendum Policies which also breaks the bylaws. There is also no operational support from SFSS staff in December.

## **8.2 Policy Change to the SFSS Elections and Referenda Policies CP-1 -MOTION BOD 2020-12-11:05**

**Gabe/WeiChun**

*Be it resolved to amend the SFSS Elections and Referenda Policies CP-1 to add a subsection (A) under section 2 and have it read: "a. If there is any gap of time between the end of the campaign period and the start of the voting period, candidates shall be subject to the regulations applicable to the campaign period for that period as if it were a part of the campaign period."*

### **CARRIED UNANIMOUSLY**

- There is usually a gap of time between campaign period and voting period which results in a grey area for what type of campaigning can be completed during this time.
- Bylaws are specific about nomination and campaign period but gives flexibility for voting period.
- This motion helps give restrictions on what people can do during this time and makes it treated like the campaign period.

## **8.3 UTILE FLASH Survey on Student Housing -MOTION BOD 2020-12-11:06**

**Samad/Nafoni**

*Be it resolved that the SFSS Board of Directors sign the Collaboration Agreement with UTILE. Be it further resolved that the SFSS administer the UTILE FLASH survey on student housing to SFSS members for a three-week period between January through March 2021.*

### **CARRIED UNANIMOUSLY**

- UTILE is non-profit based in Quebec that works on affordable housing for students.
- Wants to collaborate with SFSS to generate student data about what SFSS students think about housing which will help SFSS understand what students are facing in terms of housing.
- CRPC talked to an employee who let them know they are in talk with a few other student societies. Option that if other societies do go into this, there is an option to split the cost with another one to get a Metro Vancouver or province-wide report.
  - SFU Graduate Student Society is collaborating with them, and BC Federation of Students and UBC AMS are in talks to do so.
  - The cost of a province-wide report would likely be about \$10,000.
- If SFSS wants a professional report specific to SFU, would have to pay about \$3,000.
  - The data is free and SFSS can generate the report themselves.
  - Will also receive a Canada-wide report for free.
- Will not interfere with election as it will be post-election.
- Agreement includes sharing membership's personal information.
- SFSS will have a disclaimer that informs students that a third party may use their personal information to produce a report, but not for anything else.

- Will be able to draft that disclaimer and make sure it is visible to all students.
- Data may also help with more support to back up future advocacy.
- Students are struggling with affordable housing and this is going to be amplified as people move back into regular life.

#### **8.4 Black Student Support Coordinator and Centre-MOTION BOD 2020-12-11:07**

**Matthew/Nafoni**

*Whereas the Board voted on June 5, 2020 to look into the hiring of a Black student support staff person to assist in effective support, advocacy and service delivery for the space that has been allocated for the SFSS Students of Caribbean and African Ancestry (SOCA) constituency group in the new Student Union Building,*

*Whereas SOCA is a constituency group that supports and advocates for Black students, providing services and promoting Afrocentric intellectual and cultural experiences through open and interactive exchange of ideas among members of the university community,*

*Whereas the SFSS has implemented a similar model with the First Nations Student Association (FNSA) Coordinator providing support alongside the FNSA Council on behalf of Indigenous students,*

*Whereas the Black student support coordinator would provide adequate support to Black students on campus,*

*Be it resolved that the Board of Directors approve the creation of the Black Student Support Centre - Coordinator as outlined in the attached briefing note "BN-2020-12-11 Black Student Support Coordinator and Centre" to assist in effective support, advocacy and service delivery for the space that has been allocated for the SFSS Students of Caribbean and African Ancestry (SOCA) constituency group in the new Student Union Building;*

*Be it further resolved that the Board of Directors authorize Osob Mohamed and Balqees Jama, alongside the HR and Personnel Committee, to initiate and complete the process to employ a Black Student Support Center - Coordinator (SOCA's Support Staff), ensuring input and active participation from SOCA and other relevant parties for the creation of a job description and creation of the functions of the office as outlined in the attached briefing note "BN-2020-12-11 Black Student Support Coordinator and Centre";*

*Be it further resolved to authorize the HR and Personnel Committee to strike and appoint members to the Hiring Committee for Black Student Support Center - Coordinator (SOCA's Support Staff), based upon the seat composition of the Hiring Committee as mutually agreed upon by the Society and the Union, depending on the inclusion of voting seats to SOCA as the group that the office shall primarily serve, whereby such inclusion may cede Union and Employer voting seats as agreed.*

#### **CARRIED UNANIMOUSLY**

- In June 2020, SFSS stated that we stand in solidarity with Black communities, and since then has also authorised staff to investigate and report on a plan for what a SFSS staff person could look like providing support, advocacy, and service delivery in the space that is allocated to SOCA. This investigation included research on support that exists across Canadian universities for Black students, and in the United States where applicable.
- There has been inadequate support for Black students from SFU and SFSS.
- SOCA is currently maintained solely by Black students.
- CRPC did the research on this and provided 3 options.
  - The report also recommended to go with Option 1, which suggests to "Combine elements of different student union and PSI black student support services found across Canada to determine the best services, advocacy programs, and support resources, and design a unionized staff position to support these functions."
- Much of that information came from universities but SFSS is not the first student society to do this.



- BIPOC committee recommended that a Black Student Support Coordinator should be hired to provide appropriate supports in efforts of Black student outreach, advocacy and services, and also recommended Board work with SOCA on the next steps which includes a job description and hiring committee.
  - Drafts are not finalized yet and will be completed in consultation with SOCA.
- Functions of the Black Student Support Office:
  - Provide culturally and racially appropriate support for Black students.
  - Advocate, collect and present info typically not found elsewhere, for Black students in BC.
- Black Student Support Coordinator will directly help SOCA as an asset to the Executive team, help with organizational memory, avoid burnout, and help navigate student life.
- Office will be in one of the offices in SOCA's allocated space.
- Coordinator will have an annual salary of \$49,233, with benefits, professional development, office costs, which will total to \$73,000/annually.
- The Board has considered current budget and Collective Agreement. There is a buffer in budget for next year as well.
- VP Finance has been consulted and supports this and is confident that SFSS can support it as a full-time role.
- A form of reparations as well to acknowledge that harm has been caused.
- Having been on FNSA Board, VP Student Services knows that this will be very helpful for SOCA executive team and the Black community at SFU to have this support.
- A lot of the other constituent groups have paid coordinators.
- Hiring process will hopefully be complete before the end of Board's term.
- Hope that this will help pressure SFU to create Black student support within the institution as well.

## **8.5 Post Graduate Work Permit Letter-MOTION BOD 2020-12-11:08**

**Samad/Gabe**

*Be it resolved that the SFSS Board of Directors sign the Post Graduate Work Permit letter stated to MP's and Immigration Minister of Canada.*

### **CARRIED UNANIMOUSLY**

- International Student Graduates normally have option to apply for a work permit, but it depends on how long your education was. However, it's not renewable and is only give once in their lifetime.
- They can only apply for PR when they've worked for one year or more. If they haven't worked for a year, they have to leave the country and can't apply for another work permit.
- When COVID hit, a lot of students lost their job and were not able to complete the one-year requirement which means they would have to return home or become undocumented. This letter urges the government to renew the permits for international students and to include part-time work and Co-op to work towards the 1-year requirement.
- The ECAA is writing a letter as well.
- International students were also not included in CERB and fell through the cracks.
- This is on the radar of the Minister of Immigration. There have been demonstrations across Canada and concerns has also been voiced before. Tyee has reported on it.
- Looking for jobs will be harder post-pandemic as well and need to keep this in mind.

## **8.6 Referendum Question Regarding SFSS Divestment-MOTION BOD 2020-12-11:09**

**Corbett/Gabe**

*Be it resolved that the Board add the following question to the spring 2021 referendum:*

*SFSS Divestment*

*Do you agree to add the following bylaw?*

*SFSS Investment Restrictions*

1. All direct investments made by the Society shall be fossil fuel free, which includes oil, gas and coal producers, pipeline companies, natural gas distribution utilities, and liquefied natural gas operations.
2. All Indirect investment is limited to equities whose company only derives at most 5% of their gross revenue from fossil fuel investments

### **CARRIED AS AMENDED UNANIMOUSLY**

- Amend to remove “Bylaw 28” as bylaws are going to be renumbered.
- Based on presentation from SFU 350.
- SFSS has implemented an investment plan and has started shifting to more responsible investments.
- This motion mirrors the current policy, but this referendum will make it so that membership is the decision maker in the future, so that future Boards are held accountable to this.

## **8.7 Memory Express and Esports Lounge-MOTION BOD 2020-12-11:10**

**WeiChun/Nafoni**

*Whereas Memory Express has provided a proposal to support the SFSS and SFU Esports club*

*Whereas the proposal provides the SFSS with a \$0 lease of 15 PCs worth approximate \$33,000 for a 2-year period in exchange for exclusive title sponsorship with SFU Esports and the lounge*

*Be it resolved that the Board accepts the Memory Express proposal*

### **CARRIED**

**Abstain: (1): Balqees Jama**

- Faculty Representative (Applied Science) left at 3:06PM.
- Memory Express wants to support SFU Esports and SFSS running a Gamer Lounge financially to reduce costs.
  - They are offering a \$0 lease for the first two years which is valued about \$33,000.
  - Tradeoff is they would like exclusive sponsorship to the space and have signage reflecting that.
- If this motion does not pass, SFSS would have to find a different funder or different way to get the technology needed.
- If there is anything that is damaged, missing or not functioning, SFSS would be liable and is able to afford costs.
  - Club is dedicated to the keeping space organized and equipment up to date.
  - SFU Esports will be repairing, so need to consider ways that SFSS can fund that.
- In two years, they would take equipment back and re-negotiations can happen, or SFSS can buy their own equipment, or find a new vendor.
- Additional security of the room will cost about \$6,000 but need a site visit which is not happening right now due to COVID-19.
- This lease gives room for SFSS to repurpose the space if it's not successful and save money now.
- If it is a success, SFSS can upgrade the equipment or invest in their own in 2 years' time.



### **8.8 Participatory Budgeting Pilot Project-MOTION BOD 2020-12-11:11**

**Corbett/Gabe**

*Be it resolved to allocate up to \$15,250 on a pilot project for the Participatory Budgeting in the spring.*

#### **CARRIED UNANIMOUSLY**

- Regarding Bradley's Ethelo presentation.
- SFSS can do better with getting member input on budget, hearing from more student etc.
- VP Finance recommends doing a pilot project where SFSS sets some money to let member's pitch ideas or vote on options pitched by the SFSS.
- Timeline:
  - January 2021 - pre-campaign development
  - February 2021 - campaign
  - March 2021 – voting, lines up with when budget is due.
  - Summer 2021 - Project Planning
  - Fall 2021 and Spring 2022 - Project Implementation
- This budget won't impact operational budget as it would use the surplus, and include advertising costs, contingency fee and platform and licensing costs.
- SFSS has been urging SFU to incorporate student consultation, so it should be doing the same.
- If it works well, this can be integrated into other aspects of the SFSS.
- It would also help guide advocacy more and make things more inclusive.

### **8.9 Pass/Fail Grading Scheme-MOTION BOD 2020-12-11:12**

**Gabe/Balkees**

*Be it resolved that the Board of Directors endorse the motion being brought forward by student senators to the SFU Senate to implement a Pass/Fail grading scheme for Fall 2020 and Spring 2021.*

#### **CARRIED UNANIMOUSLY**

- University has been adamantly opposed to bringing Pass/Fail back.
- Any changes to grading scheme must come from Senate Committee on Undergraduate Studies (SCUS).
  - It's getting held up here because no one is in support of bringing it back.
  - Arguments include that this is what students have signed up for.
- VP University Relations and 12 others have submitted a motion and memo to Senate and hope to see it on the floor at next Senate meeting which is January 11, 2021.
- Senate Committee Agenda and Rules (SCAR) decides what gets brought to floor and will most likely defer this to SCUS again.
- VP University Relations is determined to bring it to the Senate floor to allow for a more representative vote and it is one of the only options.
  - Also allows them to ask what else Senate will do if it does not pass there.
- People are really experiencing burnout and troubling mental health issues right now with online course and general life changes that have come with the pandemic.
- Other schools have Pass/Fail in place.
  - Four universities in Canada have implemented Pass/Fail and VP University Relations and VP Student Life were able to meet with someone from Bishop's University who shared student advocacy piece and how they got it through.
  - Should reach out to local universities to see if they are doing anything.

- SFU needs to be that radical leader that it claims to be.
- 10% of students go on to grad school, and potential employers may look at transcript as well, and this past year's grades are not necessarily reflective of student's capabilities.
- Next steps: If it gets brought on to the Senate floor, the job of the Board and Senate is to get support from students, and faculty on the Senate.
- Email campaign to push SCAR to bring this to the floor.
- VP University Relations thanks all student Senators who have co-sponsored this motion.

### **8.10 DSU Space Campaign-MOTION BOD 2020-12-11:13**

**WeiChun/Corbett**

*Whereas student union common rooms are vital, and essential for students to thrive everywhere on campus,*

*Whereas the current eviction of the Environmental Science Student Union (EVSCSU) and Bachelor of Environment Student Union (BESU) from their TASC 7470 common room serves as a reminder of the on-going and real threat of student space eviction,*

*Whereas a motion was passed at the FARM Committee recommending that the Board of Directors endorse Council's FSU and DSU Space campaign called #StudentsDeserveSpace that was passed on the Dec 9th Council meeting, as a joint effort between all Faculty Student Unions (FSUs) and Departmental Student Unions (DSUs) to acquire common room space from their department, and faculty,*

*Be it resolved that the Board of Directors endorse the #StudentDeserveSpace campaign and write a letter of support in solidarity with Council to use in their space campaign.*

#### **CARRIED UNANIMOUSLY**

- DSUs and FSUs have written a joint letter that will be sent to departmental faculties stating that they deserve and will be seeking space or ensuring that their space is secure.
- Council, Faculty Representatives and CRPC have been working on a template of a Letter of Agreement for departmental faculties to use in their negotiations with faculty.
- Removing space makes everything harder for everybody. Department will end up hearing from students and seeing them less when space gets taken away too.
- Having this space secured before classes return to in-person will help with engagement as first and second year student are missing out on student life right now.
- Faculty Representative (Science) will start up the document to write the letter of support from the Board.

## **9. DISCUSSION ITEMS**

### **9.1 Online Learning and Students' Mental Health**

- Everyone has been impacted somehow by COVID-19 and remote learning keeps presenting challenges for students.
- University experience is designed to foster an engaged physical campus, so a decrease in quality of education is bound to happen when remote learning occurs.
- Students are struggling with mental health students, and are being made to think that they need to continue on as normal as if nothing has changed.
- University keeps saying that students should know what they're getting into when they sign up for university.
- VP University Relations has been more open about his own experiences in the last few weeks, and many many students have shared their stories back. The sheer amount of people

experiencing mental health issues, and who are struggling demonstrates that students need more compassion and support.

- SFSS has been pushing SFU to create more emergency funding, bring back pass/fail etc. However, SFU is not doing anything.
- Board needs to amplify student efforts.
- Being a student is hard to begin with, and there are so many additional layers now.
- People who are doing really well are still wanting to support pass/fail because they can see that their peers are struggling.
- Payton from Concordia University's student union (Arts and Science Federation of Associations)
  - They have been hosting town halls to hear how students are feeling and doing. Students are overworked, overwhelmed, and isolated.
  - Wanting to mobilize in the Spring and campaigning throughout the holidays to build momentum.
  - Shared resources to replicate their campaign at different universities as everyone is going through the same thing.
  - Tool kit: <https://docs.google.com/document/d/1MnR1gmR7NaY7-008u35ZY3X9TKWyxxRC40ywYcJglkU/edit>
  - UBC, McGill and Carleton University student unions are interested in participating.
  - It's easy to ignore emails and social media, but holiday cards must be physically thrown out. They would have to physically throw out student voices and stories.
  - #DearConcordia and sending letters to the province via the Education Minister.
  - There is a Google Form for students to submit a letter, that the student union will print out and send out/deliver a week before the holidays end. Students can also mail it in themselves.
  - Pushing it out to student leaders next week and all-day Zoom event on Dec. 21<sup>st</sup> where people can vent together and write letters together.
- Would need a project lead, perhaps from Events or UAA, if SFSS wants to participate in this campaign.
- VP University Relations and VP Student Life will meet and see how to go forward.
- Need to figure out when admins go on holidays and where to deliver cards.
- UAA has room in budget to support this.

## 9.2 Spring 2021 Referenda

- There are a few more questions that VP Finance and VP University Relations wants to put on the referenda but weren't ready to be voted on today.
  - The remaining questions are regarding bylaw housekeeping, and restricting admin wage costs.
- Decided that Executive Committee will approve them on delegated authority with Board approval in the Discord.
- Other option was having another Board meeting early January.
- At-Large Representative (PL) left at 4:30PM.

## 9.3 Farmer's Protest in India

- Update on behalf of Faculty Representative (Business) who is working on a letter of support to bring to the Board shortly.
- Faculty Representative (Communications, Art and Technology) will get in contact with Faculty Representative (Business) to provide support with letter.
- Faculty Representative (Communications, Art and Technology) left at 4:40PM.

## 10. IN-CAMERA

### 10.1 MOTION BOARD 2020-12-11:14

**Samad/Corbett**

*Be it resolved to go in-camera.*

#### **CARRIED UNANIMOUSLY**

- Studentcare Agreement Extension
- SFSS Emergency Funding
- UPass October Stats and Spring UPass

## 11. EX-CAMERA

### 11.1 MOTION BOARD 2020-12-11:15

**WeiChun/Osob**

*Be it resolved to go ex-camera for the remainder of the meeting.*

#### **CARRIED UNANIMOUSLY**

## 12. GUEST 30 MIN Q&A

## 13. ATTACHMENTS

13.1 UTILE FLASH Survey on Student Housing

13.2 Black Student Support Coordinator and Centre

13.3 BN - Divestment Bylaw

13.4 BN - Elections Policies Amendment #1

13.5 BN - Elections Policies Amendment #2

13.6 BN - Participatory Budgeting - Pilot Project

13.7 BN - Recommendation for By-Law House-Keeping Referendum Question

13.8 BN - Student Fee Increase – Inflation

13.9 Briefing Note\_ FSU and DSU Space Campaign

13.10 Holiday Cards Toolkit Action

13.11 P\_F Grading

13.12 PGWP

13.13 SFU Esports Lounge-Memoryexpress Contribution

13.14 Simon Fraser Student Society - Participatory Budget & License Proposal

## 14. ANNOUNCEMENTS

14.1 Board meeting times for Spring 2021 to be determined.

## 15. ADJOURNMENT

15.1 MOTION BOD 2020-12-11:16

**Corbett/WeiChun**

*Be it resolved to adjourn the meeting at 5:43PM.*

**CARRIED UNANIMOUSLY**

# BRIEFING NOTE

## PARTNERING WITH UTILE TO ADMINISTER THE FLASH SURVEY ON STUDENT HOUSING

### BACKGROUND

Unité de travail pour l'implantation de logement étudiant (UTILE) is a non-profit organization dedicated to the development, study and promotion of student housing as co-op initiatives within Quebec. They build affordable student housing, often in partnership with student unions, that fills a gap in the rental market - these are not residences, but co-op rental apartments for students specifically. UTILE has also surveyed students in Quebec since 2017, expanding this work to other provinces like Ontario and BC, to gather student housing data. The intention of this is to replicate the data collected by the Canadian Mortgage and Housing Corporation (CMHC) on the general Canadian population, but focusing specifically on students. UTILE's current survey is called FLASH, or Fostering Learning and Awareness on Student Housing.

### CURRENT STATUS

UTILE is asking the SFSS to collaborate with UTILE to administer a web-based survey in order to produce rich primary data, comparable to that produced in previous editions of the survey limited to Québec, and to make this data available to noncommercial partners and researchers. In exchange, UTILE will provide the SFSS with a tailored survey, information for emails to students and social media advertisements to promote the survey, detailed data analysis, a cleaned dataset, and a Canada-wide analysis report of the results. UTILE will allow the SFSS to tailor communications and demographic data questions to SFSS membership. For further details, please see [Appendix A](#). The survey would be administered over a 3-week period between January through March 2021. Ideally, 3 emails would be sent to the membership, but this can be adjusted if there are constraints from the post-secondary institution.

### KEY CONSIDERATIONS

1. UTILE has student union representatives on their Board of Directors to ensure they truly represent students. The SFSS has been in contact with UTILE since early 2019, and the values of the organisation align well with those of the SFSS.
2. The GSS has already signed on to administer the survey to their members in 2021.
3. The survey report is generalised to Canada, but there is the option to pay for a provincial/regional/local report specific to BC, Metro Vancouver or SFU. This would be between



\$3,000 (SFU-specific) to \$10,000 (regional or provincial), but the SFSS could split the cost with other student unions in BC.

4. In terms of privacy, the SFSS would have to develop a statement for the collection of personal information for students, indicating it will be shared with UTILE. UTILE will provide their personal information protection policies.
5. In order to prioritise the SFSS elections, it would be ideal to administer the survey post-election, between late February and March. This timeline works for UTILE.

## OPTIONS

1. Partner with UTILE to administer the FLASH 2021 survey to SFSS members in late February to early March 2021.
2. Do not partner with UTILE to administer the FLASH 2021 survey to SFSS members in late February to early March 2021.

## RECOMMENDATION

I recommend Option 1.

## NEXT STEPS

1. Seek Board approval for signing the agreement with UTILE.
2. VP External and/or SFSS signing officers to sign the agreement with UTILE.
3. Work with UTILE, VP External, and SFSS staff to develop email and social media content to promote the survey.
4. Administer the survey to students in late February and early March, for a period of 3 weeks.
5. Further Board and/or ECAC approval may be needed in order to approve money for survey prizes or an additional local report.

## APPENDIX A:

See attached.

## Collaboration agreement

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Between :

Unité de travail pour l'implantation de logement étudiant (UTILE)  
Represented by Andrée-Anne Lefebvre, Student Relations Coordinator

And :

The Simon Fraser Students' Society (SFSS)  
Represented by NAME

## Project description

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This collaboration agreement is relative to a survey project named FLASH : Fostering Learning and Awareness on Student Housing. The two parties agree to collaborate to achieve the following objectives :

- Document the housing situation and needs of the student population of British Columbia, and more specifically of Simon Fraser University;
- Reduce data collection costs through economies of scale;
- Ensure the highest possible impact for the collected data, which may include producing ulterior analyses after the project.

To achieve these shared goals, the SFSS agrees to collaborate with UTILE to coordinate the execution of a web-based survey in order to produce rich primary data, comparable to that produced in previous editions of the survey limited to Québec, and to make this data available to noncommercial partners and researchers.

## Responsabilities

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UTILE will do all the following at no cost to the SFSS:

- Prepare a survey of about 40 questions for the SFSS's members, that will be coordinated with identical surveys on multiple other campuses throughout Canada;
- Offer as much as flexibility as possible to the SFSS relative to the dates of the survey;
- Ensure that individuals' answers remain confidential and anonymous through rigorous manipulation of the data;
- Transfer to the SFSS at the latest in June 2021 a cleaned dataset for the SFSS's members and allow any noncommercial use for the data;

UTILE  
460, Ste-Catherine W., Suite 209  
Montréal (Québec) H3B 1A6

- Recognize the SFSS's contribution as partner of the project when such partners are acknowledged publicly;
- Prepare for the SFSS the communication materials required to promote the survey, material which will take into account the local context and best practices observed elsewhere;
- Offer the SFSS some measure of flexibility on the local version of the survey, for example in adding a few questions to document context-specific issues;
- Publish a national summary report of the results, which will be the first national research on student housing, and should support reform to federal policy such as the National Housing Strategy;
- Act with transparency and rigor in the execution of this project in the interest of furthering knowledge and improvement of student housing conditions.

The SFSS will be responsible for the following :

- Promote the survey to its entire membership by email, social media and newsletter over a minimum three-week period;
- Transfer to UTILE on May 15<sup>th</sup> at the latest the most up-to-date statistics about its members in reference to the weighting characteristics, if available (age, gender and program);
- Actively promote the survey to its members by whichever means it chooses in order to ensure maximum participation;
- Generally collaborate with UTILE in a timely manner to achieve success of the project.

Furthermore, UTILE will make its unique expertise on (affordable) student housing accessible at a fair cost to the SFSS after the execution of the survey if, for example, the SFSS wishes UTILE to produce a local or provincial analysis of the results and/or explore solutions to student housing needs.

Signed virtually on :

Signed virtually on :

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For UTILE :

Andrée-Anne Lefebvre, Student Relations  
Coordinator

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For the SFSS:

**NAME**

# Black Student Support Coordinator and Centre

Prepared for SFSS Board of Directors

December 11, 2020

## BACKGROUND

In February 2020, the SFSS committed to allocate Black space to the constituency group Students of Caribbean and African Ancestry (SOCA) in the new Student Union Building after SOCA's advocacy for over two years. SOCA advocated and was granted space in 1997. SOCA is a SFSS group with the mandate to provide a safe space to students, particularly Black students. In June 2020, the Board of Directors approved a motion authorizing staff to investigate the hiring of a Black student support staff to provide support, advocacy, and service delivery to students using this new space.

## ISSUE

There has been inadequate support for Black students at SFU and the SFSS needs to work on this matter. SOCA is a constituency group where labour to maintain and operate it falls fully on Black students, who are already navigating racial trauma and systemic barriers. As several other SFSS constituency groups have support staff to support, advocate, and facilitate service delivery for their spaces, it is appropriate and needed for SOCA to have a support staff person. SFSS indicated in [the statement](#) in Solidarity with Black Communities Against Systemic Injustice,

*"We, as the SFSS, also acknowledge the harm that we have caused the Black community on our campus over the years. We have since committed ourselves to maintaining Black community space on campus, and will continue working with Black student organizers and allies, to ensure our actions are committed to rooting out anti-Black racism on campus."*

## CURRENT STATUS

The Board approved a motion authorising staff to investigate and report on a plan for what a SFSS staff person could look like providing support, advocacy, and service delivery in the space that is allocated to SOCA. This investigation included research on support that exists across Canadian universities for Black students, and in the United States where applicable.

The Board passed [MOTION BOD 2020-06-12:15](#) in June stating,

*Be it resolved, that the SFSS Board of Directors authorize staff to investigate the hiring of a Black student support staff person to assist in effective support, advocacy and service delivery for the space that has been allocated for the SFSS SOCA constituency group in the new Student Union Building and report on options at a following Board meeting.*

A report on Black Student Support Models was done by SFSS Campaigns, Research and Policy Coordinator (CRPC) that looked across Canada and the US which shows Black student supports across post secondary institutions. The report provided options as well as a recommendation to go with Option 1, which suggests to “Combine elements of different student union and PSI black student support services found across Canada to determine the best services, advocacy programs, and support resources, and design a unionized staff position to support these functions.”

In November, the SFSS BIPOC Committee passed MOTION BIPOC 2020-11-30:04 recommending that “a Black Student Support Coordinator be hired under a department of the SFSS called the Black Student Support Department under CUPE 3338 and operated in collaboration with the SOCA constituency group to provide appropriate supports in efforts of Black student outreach, advocacy and services”. The committee further recommends that the Board works with the SOCA Executives on next steps such as creating a job description for the unionized role to support the functions of the office, and striking the hiring committee for the position.

# KEY CONSIDERATIONS

## Overview

This new position will work as the Black Student Support Coordinator for the SFSS under CUPE 3338 and will be housed in the SOCA lounge as support to Black student membership on campus and asset to the SOCA executive team and membership. While the position will be a department under the SFSS, SOCA is a separate constituency group that advocates on issues of significance to the students who identify as Black or of African Descent and will work collaboratively with the Black Student Support Coordinator to provide resources and advocacy.

As per the CPRC's briefing note, "Most student associations that offer black student support do so in conjunction with black student clubs." The Board has the opportunity to adopt a model that fits within the SFSS context and provides support to Black student membership of the Society. It is important that the development of adequate support is done while respectfully and directly including Black students in the process. As the disability justice movement coined, "Nothing about us without us."

I will outline drafts of the functions of the Black Student Support Office and the Coordinator job description. The drafts as presented in this briefing note are not finalized yet and will be fully developed in consultation with SOCA Executives.

## Functions of the Black Student Support Office

The Black Student Support Coordinator shall occupy one of the offices in the SOCA Organizational Suite in the Student Union Building and operate the services out of that office. The functions of the Black Student Support Office would combine elements of different student unions and post secondary institutions Black student support services found across Canada to determine the best services, advocacy programs, and support resources. Functions of the office can include but is not limited to:

- Promote and coordinate community building events that honour and celebrate Black and African heritage and experiences
- Provide culturally relevant support for Black students and cultivate a safe, empowering space



- Collect and present information to Black students on relevant resources that already exist that are not easily accessible on topics such as navigating Vancouver while Black, identifying possible funding sources (including emergency supports), etc.
- Advocate for Black students involved in the campus academic or non-academic processes
- Contribute to SFSS services, policies, and actions to address institutional and overt racism on campus
- Coordinate anti-racism training, workshops, and education for the SFSS

## Coordinator Job Description

The Black Student Support Coordinator will closely collaborate with the SOCA Executive and membership to shape and, once approved, implement the annual action plan for the group. With changes based on consultation with the SOCA and the Black community, the job description can consist of the following responsibilities, including but not limited to:

- Serve as a resource and advocate for the SFSS's Black students
- Manage the efficient operations of the SOCA Organizational Suite
- Work with other coordinators and executives of the SFSS where necessary as support for anti-Black racism campaigns and initiatives as necessary
- Liaise with all SFSS departments and services, as necessary;
- Prepare the annual budget for submission to the SFSS, in conjunction with SOCA's Executive and Membership,
- Ensure meeting scheduling, room booking, catering and room set-up for meetings/events of the SOCA, in its space or in other locations;
- Ensure that accurate meeting minutes are recorded, reviewed, and distributed internally and externally;
- Respond to requests for information/ engagement /outreach;
- Undertake research and other projects, as required;
- Recruit, orient, train, and allocate tasks to volunteers;
- Help with campaigns, special events, outreach and workshops in close collaboration with SOCA and Black/African Descent students
- Provide culturally specific supports, as well as host Black/African Descent student gatherings, cultural events, and other culturally relevant activities

## RECOMMENDATION

I recommend that the Board supports the Black Student Support Coordinator position and budgets for the hiring, including appropriate amounts to have the office and services delivered. I recommend that the board authorize me and Osob Mohamed, alongside the HR and Personnel Committee, to initiate and complete the process to employ a Black Student Support Center - Coordinator (SOCA's Support Staff).

It is further recommended that the Black Student Support Coordinator be paid and the Black Student Support Centre be funded from the SFSS' general operating budget\* <sup>1</sup>

\$49,223 annual salary (26.94 hourly) + benefits, professional development, office costs, special events = \$73,000 / annually.

Coordinator Wages	49,223
CPP/EI/WCB	3,762
Other Benefits	2,652
Health Benefits	1,824
Job Development	2,000
Volunteer Development	1,000
Special Events / Outreach / Community Development	10,000
Telephone	384
Office Supplies/Expenses	1,200
Transportation	100
Repairs & Maintenance	600
<b>Total</b>	<b>72, 745</b>

**Figure 1. Cost of Black Student Support Coordinator and Centre**

## MOTION

Whereas the Board voted on June 12, 2020 to look into the hiring of a Black student support staff person to assist in effective support, advocacy and service delivery for the space that has been allocated for the SFSS Students of Caribbean and African Ancestry (SOCA) constituency group in the new Student Union Building,

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<sup>1</sup> \*This would be a full-time permanent union position and will follow the remuneration and other benefits scheduled in the collective agreement.

Whereas SOCA is a constituency group that supports and advocates for Black students, providing services and promoting Afrocentric intellectual and cultural experiences through open and interactive exchange of ideas among members of the university community,

Whereas the SFSS has implemented a similar model with the First Nations Student Association (FNSA) Coordinator providing support alongside the FNSA Council on behalf of Indigenous students,

Whereas the Black student support coordinator would provide adequate support to Black students on campus,

Be it resolved that the Board of Directors approve the creation of the Black Student Support Centre - Coordinator as outlined in the attached briefing note "BN-2020-12-11 Black Student Support Coordinator and Centre" to assist in effective support, advocacy and service delivery for the space that has been allocated for the SFSS Students of Caribbean and African Ancestry (SOCA) constituency group in the new Student Union Building;

Be it further resolved that the Board of Directors authorize Osob Mohamed and Balqees Jama, alongside the HR and Personnel Committee, to initiate and complete the process to employ a Black Student Support Center - Coordinator (SOCA's Support Staff), ensuring input and active participation from SOCA and other relevant parties for the creation of a job description and creation of the functions of the office as outlined in the attached briefing note "BN-2020-12-11 Black Student Support Coordinator and Centre";

Be it further resolved to authorize the HR and Personnel Committee to strike and appoint members to the Hiring Committee for Black Student Support Center - Coordinator (SOCA's Support Staff), based upon the seat composition of the Hiring Committee as mutually agreed upon by the Society and the Union, depending on the inclusion of voting seats to SOCA as the group that the office shall primarily serve, whereby such inclusion may cede Union and Employer voting seats as agreed.

## REFERENCES

1. 2020-06-12 BN Black Support Staff Investigation
2. 2020-07-21 BN Black Student Support Models
  - 2.1. Black Student Support Postings
  - 2.2. Job Posting - Black Student Support Advisor
  - 2.3. Job Posting - Equity Centres Lead Assistant
  - 2.4. Job Posting - Equity Centres Project Assistant
  - 2.5. Multicultural Student Center Intern Positions
3. 2020-06-01 SFSS [Statement](#) in Solidarity with Black Communities Against Systemic Injustice

## **BRIEFING NOTE**

**June 12, 2020**

### **Investigation of a SFSS Black Student Support Staff Position**

## **BACKGROUND**

In February of 2020, the SFSS committed to allocating Black space to the constituency group Students of Caribbean and African Ancestry (SOCA) in the new Student Union Building.

## **KEY CONSIDERATIONS**

SOCA is a constituency group where labour to maintain and operate it falls fully on Black students who are already navigating systemic racism and barriers. All other SFSS constituency groups have support staff to support, advocate, and facilitate service delivery for their spaces. It is appropriate, and needed, for SOCA to have a support staff person as well.

## **RECOMMENDATION**

I recommend tasking staff to investigate and report on a plan for what a SFSS staff person could look like providing support in the space that is allocated to SOCA. This investigation can include research on support that exists across Canadian universities for Black students, and in the United States where applicable.

## **RESOURCES**

- [Ontario's Anti-Black Racism Strategy](#)
- [Towards a Healthy City: Addressing Anti-Black Racism in Vancouver](#)
- [Report of the Working Group of Experts on People of African Descent on its mission to Canada](#)

## **MOTION**

### **Investigation of a SFSS Black Student Support Staff Position**

Whereas the SFSS is has committed to fighting anti-Black racism,

Whereas the SFSS has committed to maintaining Black community space on campus,



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Be it resolved that the SFSS Board of Directors authorize staff to investigate the hiring of a Black student support staff person to assist in effective support, advocacy and service delivery for the space that has been allocated for the SFSS SOCA constituency group in the new Student Union Building and report on options at a following Board meeting.



# BRIEFING NOTE

## BLACK STUDENT SUPPORT MODELS AT POST-SECONDARY INSTITUTIONS ACROSS CANADA

### BACKGROUND

In February 2020, the SFSS Board of Directors passed a motion regarding the allocation of space in the new Student Union Building (SUB), providing an organisational suite to the SFSS constituency group/club Students of Caribbean and African Ancestry (SOCA). SOCA is an SFSS group with the mandate to provide a safe space to students, particularly black students. In June 2020, the Board approved a motion authorising staff to investigate the hiring of a black student support staff to provide support, advocacy, and service delivery to students using this new space.

### CURRENT STATUS

Student associations across Canada offer services and support for black students. The following student associations provide support, advocacy, and services to black students:

#### 1. University of Winnipeg Students' Union (UWSU)

*BIPOC Lounge Coordinator – staff position, full-time, unionized*

The BIPOC Lounge, created in 2018, is a dedicated space for Black, Indigenous, and People of Colour (BIPOC) to gather and find community. It is a library, study, and hang-out space for students to learn and heal through their understandings and experiences as racialized students, operating from 10 am to 4 pm. The BIPOC Lounge also hosts [SOCC \(Students of Colour Collective\)](#) meetings once a month. It is unclear what the role of the coordinator is; however, the coordinator holds other departmental coordinator positions so it can be presumed that they support this and other departments of the students' union. Coordinator positions at UWSU are similar to those at the SFSS, with coordinators responsible for their individual departments.

#### 2. York Federation of Students (YFS)

*No dedicated staff*

The YFS does not offer dedicated services to support black students at York University, but the York United Black Students' Alliance (YUBSA), a YFS club, provides services that foster the self-empowerment of students of African decent academically, financially, and at York while fighting racial discrimination. YUBSA has a dedicated room in the First Student Centre (not operated by YFS) that is open from 10 am to 7 pm, and offers a library, phone and internet, a small kitchenette, and community resource boards. YUBSA does not have dedicated staff support but as a club, receives support from the YFS similar to SOCA at the SFSS.

### 3. Ryerson Students' Union (RSU)

*Equity & Campaigns Organiser – staff position, full-time, unionized, and currently hiring 3 temporary student positions to support the Equity and Campaigns Organiser (summer positions)*

RSU operates six Equity Services Centres, which provide space for students from different marginalized backgrounds to come together and organize equity and social justice initiatives, events, and campaigns. These six centres are overseen by the Equity & Campaigns Organiser. One of the Equity Services Centres is the BIPOC Students' Collective. The BIPOC Students' Collective provides a safe space for students who have been discriminated against and/or students who are committed to anti-racist action. The Equity & Campaigns Organiser works to:

- ensure the safe space is maintained, Building an anti-racist network
- foster an anti-racist environment through campus-wide services, campaigns and events
- address concerns and challenging institutional and overt racism at Ryerson
- contributes to RSU programs and actions to address racism on campus

The RSU is currently hiring three temporary, student positions to support all six of the Equity Services Centres – the Equity Centres Lead Assistant, the Equity Centres Project Assistant, and the Equity Centres Subordinate. Students must qualify for government student loan assistance to work in these roles.

### 4. Student Society of McGill University (SSMU)

*Black Student Network Office – no dedicated staff*

The SSMU provides 15 different services, including the Black Student Network (BSN), which has an office in the Student Union Building. There are no dedicated staff to support this office. The BSN operates similar to how the SFSS Women's Centre or Out on Campus operates - services do not have formal membership lists like a club because any registered student is able to access any of the services, and they are funded by either a fee levy or are financially part of the student association. However, the BSN recruits volunteer students to manage the programming (events, space, etc.) instead of a departmental coordinator and collective model as is used at the SFSS. The budgets for these services are approved every year by the SSMU Council (the Board) and are created in collaboration with the members of the services themselves.

The following post-secondary institutions (PSIs) offer support, advocacy, and services to black students:

#### 1. Nova Scotia Community College (NSCC) (multiple campuses)

*African Canadian Supports Advisor at each campus*

NSCC African Canadian Supports Advisors are available to answer questions and provide information, services and tools to African Canadian students at NSCC. The advisors work with the campus community to offer prospective and current students culturally specific supports, as well as host African Canadian student gatherings, cultural events, and other culturally relevant activities. From the website, here are the services the advisors provide:

- Introduces you to resources on campus and in the community
- Offers help with the College application process
- Supports your career planning and learning choices
- Helps you find a tutor to support your academic success
- Provides you with information and guidance on applying for bursaries and scholarships
- Helps you identify possible funding sources (including emergency supports)

- Connects you with other African Canadian learners
- Promotes events and experiences that honour and celebrate African heritage

## 2. Humber College/University of Guelph-Humber

*Black Academic Success and Engagement (BASE) Equity Hub:*

- *Coordinator – Student Diversity and Inclusion Initiatives BASE*
- *Student Support Advisor BASE*

These full-time positions in the BASE Equity Hub provide students who identify as Black, African, Caribbean or African Canadian with community, resources and support to improve the campus experience, such as academic support, leadership, personal and professional development and on and off campus engagement. All programming is open to students within Humber College and the University of Guelph-Humber.

## 3. George Brown College

*Black Student Success Network:*

- *Coordinator – Student Life and Engagement*
- *Advisor/Project Lead - Student Life*
- *3 counsellors*
- *2 tutors*

The Black Student Success Network (BSSN), is the result of a study that found that significant number of black students at the School of Social and Community Services were leaving their programs before graduation. Students were consulted and invited to provide feedback and suggestions. Their input created the foundation of BSSN and launched a pilot program that has since been expanded across the college. Faculty, staff and students work closely to design and deliver BSSN programming to support black students at George Brown. There are full-time staff that provide tutoring, counselling, and mentoring services, as well as coordination of special events and projects.

## 4. Dalhousie University

*Black Student Advising Centre:*

- *Black Student Advisor*
- *Outreach/Transition to University Coordinator*
- *Student Volunteers*

The Black Student Advising Centre provides support for any student of African descent in order to guide them through their post-secondary career, from pre-university (high school) to graduation. The Centre provides assistance in navigating academic expectations, financial management, or the complexity of campus life through one-on-one advising and academic encouragement. They also act as an advocate for students involved in the campus academic or non-academic discipline processes. Both the Black Student Advisor and the Outreach/Transition to University Coordinator are full-time positions, supported by student volunteers.

## 5. Mount Allison University

### *Black Student Advisor, Student Centre and International Centre*

The Black Student Advisor is a full-time position that works closely with students to plan and implement programming that supports the needs and priorities of students of African descent. They work with staff and faculty on Diversity, Equity and Inclusion training and contribute towards anti-racism support for students, staff, faculty and the greater community at Mount Allison. They also build cultural awareness, competency and a sense of pride among students of colour by emphasizing achievement, personal development and proactive living.

## 6. Wilfred Laurier University

### *Centre for Student Equity, Diversity and Inclusion:*

- *Manager of Centre for Student Equity (multi-campus)*
- *Education and Inclusion Coordinators (2)*

Similar to RSU but offered through the university, Laurier's Centre for Student Equity, Diversity and Inclusion provides space for four student collectives – the Association of Black Students, Rainbow Centre, Centre for Women and Trans People, Muslim Students Association. The Manager of Centre for Student Equity, Diversity and Inclusion works with the Education and Inclusion Coordinators (one for each campus) to offer support and community connections for those experiencing marginalization, as well as community referrals, academic research support, conversations about equity, diversity, inclusion and social justice, with regular programming and library resources to support these services.

Many PSIs in the United States, such as Dixie State University, University of Oregon, University of Virginia, Claremont College, and historically black colleges and universities (HBCUs) such as Howard University and Morehouse College, offer support services for black students. Many of these institutions employ entire offices to aid all students from prospective to alumni. As support from PSIs is stronger in the United States than in Canada, fewer student unions provide specific supports for BIPOC students.

### **Western Washington University – Washington State – Viking Union Multicultural Center**

Through the advocacy work of Western Washington University students, the Multicultural Center opened in 2019 and allowed for an expansion of Ethnic Student Center (ESC), which has existed for over 30 years, and other centres. The ESC is made up of 19 different clubs all working together to affirm identities, build a sense of community and cultivate leadership, under the umbrella of the Associated Students of WWU (the student association). The ESC employs an **ESC Supervisor**, an **ESC Club Advising Manager**, an **ESC Programming and Events Manager**, an **Office Assistant**, an **Academic Support Coordinator (Advisor)**, and four student positions: **the ESC Advocacy and Events Coordinator**, **the ESC Cultural Education Coordinator**, **the ESC Assistant Director for Club Logistics**, and **the ESC Marketing and Outreach Coordinator**. In addition to the supportive staff, the ESC space provides a comfortable lounge area, TV with cable, ample desk space, computers, supplies.

## KEY CONSIDERATIONS

1. American schools, and to some extent, schools in Eastern Canada, have more services to support black students on campus. These services are most typically offered by the PSI rather than the student association. Generally, Canadian schools do not provide the same level of support to

black students as American schools do. However, Dalhousie University in Nova Scotia provides a positive example of university support services for black students in Canada.

2. Several student associations and PSIs offer services for BIPOC students collectively. These services may also be included in an “equity and diversity centre” with other services such as LGBTQIA2S+ and women’s centre services. However, these individual spaces are always kept separate to ensure discretion and safe spaces.
3. A 2016 study from the University of Washington-Tacoma reported that black students and alumni were calling for more intentional hiring of black staff within student affairs professions, as well as in university clinical health and counselling departments. Black students require the support of staff that understand the racism that black students face and are able to advise accordingly. This has been echoed by many student unions. These are important and specific functions to consider when designing a position to support black students. Nevertheless, it is important that black staff are not tokenized and the burden of providing multiple services is not placed on one person.
4. Most student associations that offer black student support do so in conjunction with black student clubs. As SOCA has a dedicated space on campus and a leadership team comprised of student volunteers, there is already a clear opportunity on SFU campus.

## OPTIONS

1. Combine elements of different student union and PSI black student support services found across Canada to determine the best services, advocacy programs, and support resources, and design a unionized staff position to support these functions.
2. Continue to support black students through the SFSS’ current programming (clubs, advocacy).
3. Select one student association to model a black student support position after and design a unionized staff position based on the existing job description.

## RECOMMENDATION

I would recommend Option #1.

## NEXT STEPS

1. Select the support, service, and advocacy elements from a variety of different black student support programs at Canadian and American student associations and PSIs. Programming and service delivery should be developed before a job description, as the role of the support staff will be to fulfill the service requirements.
2. Contact student associations for further details on job descriptions from the above-mentioned positions. Use existing JDs from universities that employ a similar role to help develop the JD.
3. Work with the Union, CUPE 3338, to strike a hiring committee and develop a job description (JD).

## ATTACHMENTS

Please see attached files (job postings for black/BIPOC/racialized student support staff roles)



## Postings

### Position Announcement

The Multicultural Inclusion Center (MIC) at Dixie State University is seeking a skilled professional to serve as lead coordinator for African American/Black students. This position directly supports and works with students to help keep them in school and progressing towards a degree. Provide social and transitional programming and connect students to various resources across campus to help ease their transition to University life. Work collaboratively with other Student Affairs offices, as well as other partners across campus, to establish academic and co-curricular programs that are culturally and educationally enriching. Be proactive in matters of student advocacy and bias response; assist in program assessment and evaluation. Information about the MIC programs can be found online at <https://mic.dixie.edu/>.

### Responsibilities

- Lead the planning, coordination, implementation, and assessment of retention programs and workshops that serve students of African American/Black descent; assist with similar programs for other underrepresented groups across campus.
- Provide direct support, guidance, and advisement to underrepresented student populations.
- Assist with the coordination of co-curricular programs, including African American/Black Heritage month, intercultural and public events, diversity dialogues, educational forums, and partnerships that promote cultural awareness and diversity education.
- Train and mentor the Access & Student Success branch of the Multicultural Student Council to serve as peer mentors and tutors; train and mentor in other retention programs as appropriate/designated.
- Provide social and transitional programming and connect students to various resources across campus to help ease their transition to University life.
- Serve as a Club Advisor for the Black Student Union, ensuring club activity within Interclub Council, mentoring student officers in leadership development, and leading in the development and implementation of student programming.
- Perform other duties as assigned.

### Qualifications

- Bachelor's degree in Counseling, Psychology, Sociology, Public Administration, or related field required; Master's degree preferred.
- A valid Driver's license required (position transports and/or travels with students to various activities, conferences, and events throughout the year).
- Demonstrated experience in program development of educational experiences and high impact activities and programs that enhance student retention for students of color and other historically underserved and underrepresented students.
- Excellent organizational and communication skills required; proficiency in a second language (other than English) and/or experience working with international students preferred.
- Demonstrated sensitivity to, respect for, and understanding of the academic, personal and social needs of students, particularly underrepresented and underserved populations, required; experience in community and civic engagement preferred.
- Experience in coaching and/or mentoring in an academic setting, community organizing, and other leadership roles required; experience teaching at the university level preferred.
- Proficiency with Microsoft Office suite and social media technologies required; ability to integrate technology with student coaching and co-curricular assessment preferred.

- Knowledge of Banner, Canvas or other comprehensive higher education-related student database and data tracking/management systems, as well as demonstrated ability to work effectively with university teaching faculty and administrators, preferred.
- Ability to maintain confidentiality and professionalism at all times, including understanding of FERPA and other regulations that guide interactions with students and colleagues.
- Ability to meet deadlines and manage multiple programs concurrently.
- Demonstrated ability to work independently as well as in a team environment.
- Ability to travel to various events and activities, as well as work some evenings and weekends, based on the associated activity schedule.

### **Supplemental Information**

**POSITION DETAILS, COMPENSATION & BENEFITS:** Full-time (12-month) professional staff position. Annual salary of \$38,000+ depending on qualifications & experience. Desired start date of July/August 2020. Excellent benefits package included (see <https://humanresources.dixie.edu/employee-benefits/> under "Example of DSU Benefits" for more details).

**APPLICATION PROCEDURES:** Application review begins **June 22, 2020; position open until filled.** Submit cover letter, resume, and contact information (including email) for three professional references electronically. If, because of a disability, you need special services or facilities in order to apply for this opening, please call the Human Resources Office at (435) 652-7520.

**ABOUT THE UNIVERSITY:** Dixie State University is an open-enrollment institution committed to student access, affordability and success. DSU has adopted an instructional approach of "active learning. active life" and we seek faculty and staff committed to providing students with an active learning environment. Established in 1911 as a community college and in 2013 as a state university, DSU is located in picturesque southwestern Utah with its red rocks, desert climate, over 300 days of sunshine annually, and featuring easy access to excellent outdoor recreational opportunities. The nearest metropolitan area is Las Vegas, NV (120 miles) with amenities such as an international airport and professional sporting teams.

Dixie State currently has approximately 10,000 students and has been a fast-growing Utah public institution of higher education over the last several years. We offer over 185 programs, including masters, bachelors, associates, certificates, endorsements, minors, and/or emphases. DSU seeks to recruit faculty and staff who enthusiastically support the University's strong commitment to its strategic plan, campus diversity, and growth trajectories. DSU faculty and staff are committed to the academic success of all our students, including students of color, students with disabilities, students who are first generation to college, veterans, students with diverse socio-economic backgrounds, and students of diverse sexual orientation and gender expressions.

DSU is an Equal Opportunity/Affirmative Action employer. The President and employees of Dixie State University are fully committed to Affirmative Action and to its policies of nondiscrimination and equal opportunity in all programs, activities, services, and employment with regard to race / ethnicity, color, national origin, sex, age, status as a person with a disability, religion, sexual orientation, gender identity/expression, and protected veteran's status.

In compliance with federal law, all persons hired will be required to verify identity and eligibility to work in the United States and to complete the required employment eligibility verification form upon hire.

Aurora University seeks talented staff and administrators who are passionate about supporting an inclusive community dedicated to the transformative power of learning.

**Position Purpose:** The Director of Black Student Initiatives supports learning by providing support to our black student population and assisting with the development of the collective cultural competence of the Aurora University community. The 12-month position requires the ability to conceive and bring to fruition innovative programs to enhance the success of our black student body.

**Core Competencies:**

- Represents Aurora University in the most positive manner with prospective, former and current students, clients, suppliers, and the community we serve. Interacts effectively with a diverse group of faculty, staff, students and other customers of our service, learns and uses operating practices of the department and Aurora University.
- Upholds the Mission Statement: *Aurora University an inclusive community dedicated to the transformative power of learning.*
- Handles all information with tact and discretion and recognizes the confidential nature of university business.
- Supports learning through performance of essential job functions and performing other duties and functions as necessary or as assigned.

**Essential Job Functions:**

- Serve as a resource and advocate for the University's black student population.
- Provide intensive hands-on support for first year black students, including academic and social support.
- Assess black student needs and interests; design programs, services and partnerships to address those needs and enhance the retention and graduation rate of black students.
- Define key learning outcomes and evaluate program performance with an emphasis on continuous improvement.
- Design and implement impactful programming and diversity training that serves our black student body as well as the larger campus community in conjunction with other University offices as appropriate.
- Develop and implement educational, social and leadership programs promoting self-awareness and intercultural development.
- Advise the Black Student Union student organization (or provide supervision and support for the advisor of BSU).
- Collaborate with campus support services, faculty and administration in the support and retention of black students.
- Serve as instructor for IDS1100 and IDS1110, courses designed to stimulate the success of students who are admitted conditionally (i.e. do not meet published admission criteria) to Aurora University.
- Identify the best practices to improve black student achievement.
- Generate collaboration between Black Student Union and other student groups on campus, both cultural and non-cultural.

**Essential Job Requirements:**

**Education:**

- Graduate degree (master's level or higher) required.

**Experience:**

- Minimum of three years of experience in higher education required.
- Demonstrated competency in collaborating both within their units and across systems required.
- Experience in training and developing educational programs with learning and assessment outcomes required.
- Experience working with diverse student population, particularly black students.

#### **Skills:**

- Knowledge of racial and cultural identity theories, especially those specific to black students.
- Strong public speaking skills and mediation strategies.
- A commitment to and deep understanding of issues of diversity and inclusion in higher education, including access, equity and social justice.
- A strong appreciation for the diverse needs of all members of the campus community.

#### **Special Requirements:**

- The duties of this position may require considerable evening and weekend work, including attendance at meetings of student organizations, admissions events and/or other applicable University and community events.

#### **Physical Requirements:**

- Sitting, standing, moving about campus, computer use, ability to make off-site visits for building community relationships as necessary.

Benefit-eligible positions

#### **Position Announcement**

The Multicultural Inclusion Center (MIC) at Dixie State University is seeking a skilled professional to serve as lead coordinator for African American/Black students. This position directly supports and works with students to help keep them in school and progressing towards a degree. Provide social and transitional programming and connect students to various resources across campus to help ease their transition to University life. Work collaboratively with other Student Affairs offices, as well as other partners across campus, to establish academic and co-curricular programs that are culturally and educationally enriching. Be proactive in matters of student advocacy and bias response; assist in program assessment and evaluation. Information about the MIC programs can be found online at <https://mic.dixie.edu/>.

#### **Responsibilities**

- Lead the planning, coordination, implementation, and assessment of retention programs and workshops that serve students of African American/Black descent; assist with similar programs for other underrepresented groups across campus.
- Provide direct support, guidance, and advisement to underrepresented student populations.
- Assist with the coordination of co-curricular programs, including African American/Black Heritage month, intercultural and public events, diversity dialogues, educational forums, and partnerships that promote cultural awareness and diversity education.
- Train and mentor the Access & Student Success branch of the Multicultural Student Council to serve as peer mentors and tutors; train and mentor in other retention programs as appropriate/designated.

- Provide social and transitional programming and connect students to various resources across campus to help ease their transition to University life.
- Serve as a Club Advisor for the Black Student Union, ensuring club activity within Interclub Council, mentoring student officers in leadership development, and leading in the development and implementation of student programming.
- Perform other duties as assigned.

## Qualifications

- Bachelor's degree in Counseling, Psychology, Sociology, Public Administration, or related field required; Master's degree preferred.
- A valid Driver's license required (position transports and/or travels with students to various activities, conferences, and events throughout the year).
- Demonstrated experience in program development of educational experiences and high impact activities and programs that enhance student retention for students of color and other historically underserved and underrepresented students.
- Excellent organizational and communication skills required; proficiency in a second language (other than English) and/or experience working with international students preferred.
- Demonstrated sensitivity to, respect for, and understanding of the academic, personal and social needs of students, particularly underrepresented and underserved populations, required; experience in community and civic engagement preferred.
- Experience in coaching and/or mentoring in an academic setting, community organizing, and other leadership roles required; experience teaching at the university level preferred.
- Proficiency with Microsoft Office suite and social media technologies required; ability to integrate technology with student coaching and co-curricular assessment preferred.
- Knowledge of Banner, Canvas or other comprehensive higher education-related student database and data tracking/management systems, as well as demonstrated ability to work effectively with university teaching faculty and administrators, preferred.
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- Ability to meet deadlines and manage multiple programs concurrently.
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## Supplemental Information

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# BLACK STUDENT SUPPORT ADVISOR

**Mount Saint Vincent University** in Halifax, NS

The Office of Student Experience at Mount Saint Vincent University invites applications for the position of Black Student Support Advisor.

Classification: 8 Month Term Contract, with potential for renewal

Salary: \$53,000 per annum (prorated as \$35,333 for the 8 month term)

Starting Date: August 24, 2020

Applications should include a cover letter and resume. This competition closes July 17, 2020.

## Responsibilities

The mandate of the Black Student Support Advisor is to empower and inspire Black students to achieve educational excellence. The Black Student Support Advisor will advocate on behalf of and support students from the prospective student and orientation stages through to graduation. The Advisor will also provide opportunities for our university community to engage in culturally oriented events and activities, and provide the opportunity to learn more about Black history and culture by embracing Afrocentricity.



The role of the Black Student Support Advisor is to promote and support the diversified culture of Black students of African descent at MSVU and enhance their academic and student experience. More specifically, they will work in partnership with students, faculty, and staff to ensure that Black students are supported, guided and encouraged in making the transition to university and to then positioning students for continuing success. The Advisor will work with the MSVU recruitment team to increase our recruitment of students of African descent and engagement of the African Nova Scotian community. They will provide assistance for all prospective and current students of African descent (e.g. Nova Scotian, Canadian, Caribbean, African, etc.). The Advisor will support student retention, offering academic advising and educational, personal, and social adjustment support, and referring when appropriate to other campus supports. They will also identify potential leadership opportunities for students and work with students to develop new and relevant extra-curricular programming ideas.

## Qualifications

You possess a relevant university degree (e.g. Social work, social sciences, education) with a minimum of two years' experience working in a postsecondary or community-based context. You have the ability to work with a diverse group of stakeholders, have demonstrated intercultural experiences, established community contacts, and you will be able to provide the community outreach necessary to be successful in this role. Candidates should have excellent communication skills. Candidates should be proficient in the use of Microsoft Office Suite, and have an aptitude for, or experience, using business enterprise systems such as Colleague, Banner, PeopleSoft, etc.

## Work With Us

Mount Saint Vincent University is strongly committed to fostering diversity and inclusion within our community and encourages applications from all qualified candidates including women, persons of any sexual orientations and gender identities and/or expressions, Indigenous persons, African Canadians, other racialized groups, persons with disabilities, and other groups that would contribute to the diversification of our campus. Candidates who identify as being from any of these groups are encouraged to voluntarily self-identify in their application materials. All qualified candidates are welcome to apply; however, priority will be given to Canadian citizens and permanent residents.



Ryerson Students' Union

## **JOB POSTING**

**Student Job Posting:** Equity Centres Lead Assistant

<b>Positions Available:</b>	One (1)
<b>Start Date:</b>	June 5, 2020
<b>End Date:</b>	September 11, 2020
<b>Rate of Pay:</b>	\$15-18 per hour
<b>Hours Per Week:</b>	20-24 hours
<b>Posting Date:</b>	May 25 , 2020
<b>Closing Date:</b>	June 7, 2020

### **JOB DESCRIPTION:**

The Ryerson Students' Union (RSU) is currently seeking candidates to assist the Equity and Campaign Organizer overlook the equity centers projects, execution of various campaigns and initiatives across campus. This position is directly supervised by the Equity and Campaigns organizer.

### **RESPONSIBILITIES:**

- Responsible for assisting the Equity and Campaign organizer in the management of the Equity Service Centres, coordination of campaigns and lobbying, as well as helping the Vice-President Equity
- Responsible for helping with the Equity Service Centres project coordination, including but not limited to legacy events, major campaigns and advocacy initiatives;
- Helping the Equity and Campaign organizer with the management of the Equity Service Centres and helping with the planification and implementation of legacy events such as Pride Month, Reclaiming Our Bodies & Minds Conference and etc;
- Assisting the Equity and Campaign organizer with planning and implementing major campaigns;
- Responsible to maintain regular office hours, provide resources and information to users and guests, and work to establish a clean, safe and positive environment;

### **SUCCESSFUL CANDIDATES WILL POSSESS:**

- This job requires heavy emotional labour and commitment to social justice movements and a strong logistical background to ground the creativity and vision of the Executive and Equity Service Centre staff.
- Ability to overcome challenges and lead a project from concept and planning through to successful execution
- Experience with community development, event planning and developing promotional material
- Can work independently with minimal supervision but is team oriented
- Ability to work with a diverse group of people
- Strong organisational skills
- Effective communication, both verbal and written
- Proven ability to work within deadlines and in an expedient manner
- Ability to motivate others and recruit volunteers

**APPLICATION DEADLINE:** May 31st, 2020

**APPLICATION PROCESS:**

Submit a Cover Letter and Resume to:

Email: [jobs@rsuonline.ca](mailto:jobs@rsuonline.ca)

Subject Title: Special Projects Hiring Committee

In Person: SCC 311, 55 Gould St, Toronto, ON, M5B 1E9

**WHO ARE WE?**

The Ryerson Students' Union represents over 36,000 full-time undergraduate and graduate students at Ryerson University, in downtown Toronto. As the central students' union on campus, the RSU works to build campus life, advocate on behalf of its members, organize campaigns and initiatives, provide cost- saving services, and work with students across the province and country for a more affordable and accessible post-secondary education system. For more information on the Ryerson Students' Union, please check out our website at [www.rsuonline.ca](http://www.rsuonline.ca).

Note: The Ryerson Students' Union is an independently incorporated and autonomous from Ryerson University. The Students' Union is committed to employment equity and encourages applications from diverse communities, including: Aboriginal people, persons of colour, persons with disabilities, members of the queer community, Trans people and women.



Ryerson Students' Union

## **JOB POSTING**

**Student Job Posting:** Equity Centres Project Assistant

**Positions Available:** Two (2)

**Start Date:** June 5, 2020

**End Date:** September 11, 2020

**Rate of Pay:** \$15-18 per hour

**Hours Per Week:** 20-24 hours

**Posting Date:** May 25, 2020

**Closing Date:** June 7, 2020

### **JOB DESCRIPTION:**

The Ryerson Students' Union (RSU) is currently seeking candidates to assist with the projects for the equity centers, execution of various campaigns and initiatives across campus. This position is directly supervised by the Vice President of Equity.

### **RESPONSIBILITIES:**

- Responsible for helping coordinate projects of the Equity Service Centres, including but not limited to legacy events, major campaigns and advocacy initiatives;
- Overseeing Equity Service Centres with planning and implementing legacy events such as Pride Month, Reclaiming Our Bodies & Minds Conference and etc;
- Overseeing Equity Service Centres with planning and implementing major campaigns;
- Responsible to maintain regular office hours, provide resources and information to users and guests, and work to establish a clean, safe and positive environment;
- Responsible to review and make recommendations to Equity Service Centre policy & procedures.

### **SUCCESSFUL CANDIDATES WILL POSSESS:**

- Ability to overcome challenges and lead a project from concept and planning through to successful execution
- Experience with community development, event planning and developing promotional material
- Can work independently with minimal supervision but is team oriented
- Ability to work with a diverse group of people
- Strong organisational skills
- Effective communication, both verbal and written
- Proven ability to work within deadlines and in an expedient manner

- Ability to motivate others and recruit volunteers
- Knowledge and understanding of Equity issues and creating inclusive spaces

**APPLICATION DEADLINE:****APPLICATION PROCESS:**

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Email: [jobs@rsuonline.ca](mailto:jobs@rsuonline.ca)

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# Multicultural Student Center Intern Positions

## **2019-2020 MSC INTERN APPLICATION**

*Applications for 2020-21 will be available in March 2020.*

### **ELIGIBILITY**

- Applicants must be full-time undergraduates.
- Must be in good academic and judicial/disciplinary standing at the time of application and throughout term of employment.
- Experience with diversity/social justice initiatives and education preferred.
- Federal Work Study eligibility required. Exceptions may be considered.

### **MULTICULTURAL STUDENT SERVICES (MSS), OFFICE OF THE DEAN OF STUDENTS**

Multicultural Student Services (MSS), as part of the Office of the Dean of Students, aims to promote belonging and engagement for underrepresented and marginalized students. We enhance the undergraduate experience through co-curricular programs and culturally relevant services that are meant to empower students in their identity, build community, and provide holistic support for diverse students.

### **MULTICULTURAL STUDENT CENTER (MSC)**

We aim to facilitate a student-centered, collaborative space that supports underrepresented and marginalized communities, while cultivating the holistic empowerment of all students. We seek to enhance personal development, build understanding through dialogue of diverse experiences, and equip students with tools to become socially conscious, citizen leaders. Through these efforts, the Multicultural Student Center hopes to inspire cultural fluency and the sense of responsibility necessary to ensure the dignity and respect of all individuals.

### **JOB SUMMARY**

The purpose of the undergraduate internship program is to give students the opportunity to gain practical, hands-on experience, and collaborate with diverse populations of students, faculty, and staff. These positions work to increase involvement and to enhance students' collegiate experience by supporting the initiatives of Multicultural Student Services.

Interns will provide programmatic and outreach initiatives for the MSC/MSS, as well as staff the front desk and provide hospitality services for students, student leaders, and CIOs utilizing the MSC. Under the supervision of a Program Coordinator (or other professional team member) for Multicultural Student Services, and working closely with the MSC Student Director, these interns will provide the programming necessary to fulfill our organizational mission. Each intern will have individualized roles within the intern team, and will also have shared responsibilities and regular attendance in team meetings to ensure success in individual and group-led initiatives.

## **POSITIONS AVAILABLE**

- **Community Development Intern**

- This position will focus on creating outreach initiatives to establish engagement and community building opportunities between students and the Multicultural Student Center. Programming will include recurring weekly, bi-weekly, monthly socials, mixers, and other similar events. Other events include study breaks around mid-terms and final exams, alumni receptions during YAR, etc.

- **Identity Development Intern**

- This position will focus on planning and executing programs that explore the impacts of social identity on personal development, mental health, academic and career aspirations, and the overall student experience. Specific programmatic responsibilities will include: development of cultural identity/community dialogues; the DiversiTEA Career Series with UVA Career Center; and Things I Wish I Knew Faculty Engagement Series.

- **Leadership Intern**

- This position will plan and execute programs that focus on developing leadership skills and leadership identities of all students, with a specific focus of those who are not in any formal leadership training programs. Programs will include skill building programming, involvement fairs, leadership panels to showcase upperclass CIO leaders to rising leaders, and collaborating/co-sponsoring with student governance groups, etc. This intern will also assist in the (re-)development and execution of the Multicultural Leadership Conference.

- **Multicultural Education Intern**

- This position will plan and execute programs with a focus on intercultural dialogue, awareness, and social justice. A major component of this position is coordinating the Multicultural Consciousness Series, which includes lectures, debates, panel discussions, films, videos, performances, and other events open to the larger UVA community. This



intern will also coordinate a dialogue series, coordinate the Understanding Social Justice Ted Talk Series, and assist with the Multicultural Peer Educator Program.

- **Marketing Intern**

- This position will oversee all marketing for all MSS events and programs. Specific responsibilities include: production of weekly e-newsletters for MSS and LGBTQ Center; management all social media platforms; design and distribution of flyers, Facebook event invitations, and use of social media as a means for publicity; taking pictures and videos for social media, marketing, website, etc.; and, assisting with the design and coordination of various marketing materials (swag, banners, etc.) for signature events & programs, university-wide campaigns, and recruitment activities. The intern will function as a member of both the MSC and LGBTQ Center intern teams.

- **Special Projects**

- This position will assist with special projects as assigned by the Assistant Dean and /or Program Coordinators, with priorities determined each year. They will also assist with coordination of Welcome Week events for Multicultural Student Services, new student engagement events, such as the Immerse! retreat and on year-long new student engagement programming. The intern will also assist with the coordination of Multicultural Graduation and coordination of community-based end-of-year awards and recognition. This position may require an earlier start date.

- **Academic Success**

- This position will focus on planning and executing programs that support the academic success of students serves by Multicultural Student Services. A primary component of this position will be the development of the fall and spring Academic Success Seminars, which are open to all students, and will become part of the programmatic requirements for peer mentor programs starting in Fall 2019. This position will also coordinate the academic/resource component of the Free Food Friday program.

- **Cultural Awareness & Heritage**

- This position will focus on providing programming that celebrates and promotes an awareness of the culture, history, and achievements of multicultural communities. Specific responsibilities will include: coordinating programs for heritage and awareness months - this will involve researching history and culture in order to create historically accurate cultural programs and events; developing passive programming campaigns for heritage/awareness months; and assisting with the coordination of CultureFest during Family Weekend.

## **GENERAL RESPONSIBILITIES**

1. Assist with administrative duties including center reservations, photocopying, and customer service.
2. Manage the space reservation system/form and work to ensure reservation and space details.

3. Communicate and ensure adherence to established policies regarding reservations use of center resources.
4. Prepare the space for events and meetings as scheduled through MSC reservations systems (Google platform).
5. Provide information about the Multicultural Student Center to guests; ensure that they are well resourced and aware of the services and programs of the MSC.
6. Provide assistance for MSS staff with special projects and tasks, as assigned.
7. Assist in facility maintenance including basic cleaning, furniture rearrangements, and supply inventory.
8. Attend weekly meetings – individual and team – with MSS professional staff.
9. Attend periodic MSS unit meetings, including LGBTQ center staff.
10. Attend all trainings and planning sessions.
11. Submit semester and year-end written reports for inclusion in the MSS annual report
12. Submit weekly oral and/or written reports on internship progress
13. Attend one Safe Space Training and one Multicultural Peer Educator workshop during the fall semester.

## **TERMS OF EMPLOYMENT**

1. 10-12 hours per week during the academic year, including 6-8 hours desk coverage and visibility in the MSC fulfilling programmatic duties.
2. Compensation: \$8.50/hour, beginning mid-August through mid-May. \*Compensation amounts/types are subject to change.
3. Position responsibilities may change depending on strategic priorities and needs of the Multicultural Student Center.

June 1st, 2020

The Simon Fraser Student Society stands in solidarity with Black Lives Matter, and with all Black lives that have been touched by state-sanctioned violence at the hands of the criminal justice system, the police and the RCMP. We reject the notion that police violence is unique to the United States, as our Black and Indigenous communities continue to be over-policed and subject to violence at disproportionately high rates in Canada (BC Civil Liberties Association, 2020).

As students, we are no strangers to protests, boycotts and other forms of action to protect ourselves and our peers. We encourage students to take a stand against white supremacy, stand beside Black and Indigenous folks in action, and seek alternatives to calling the police in our communities especially when the threat of police violence is high. We support the defunding of police and the RCMP, and the redistribution of funding into education, justice reform and into the communities most affected by police violence.

As an institution of higher learning, we encourage all students to educate themselves on the historical significance of movements like these, both past and present. It is no longer sufficient to just 'not be racist'. Instead, we should strive to actively be anti-racist. We, as the SFSS, also acknowledge the harm that we have caused the Black community on our campus over the years. We have since committed ourselves to maintaining Black community space on campus, and will continue working with Black student organizers and allies, to ensure our actions are committed to rooting out anti-Black racism on campus. This includes holding our University accountable in any efforts for Equity, Diversity, Inclusion and Justice. We call on all SFSS members to reflect on our own biases and privileges, call out the systematic racism and the anti-Blackness we may see in our own circles and communities, and donate to and support Black-led organizations and campaigns.

As a community, it is up to each and every one of us to strive to create a future that is equitable and accepting of all people, regardless of their race, ethnicity or creed.

We stand with #BlackLivesMatter.

Here are a few Black-led organizations and funds to donate to and boost:

- **George Floyd Memorial Fund**  
<https://www.gofundme.com/f/georgefloyd>
- **National Bail Fund Network**  
<https://www.communityjusticeexchange.org/nbfn-directory>

- **Justice for Regis**  
[https://www.gofundme.com/f/justice-for-regis?utm\\_source=customer&utm\\_medium=copy\\_link&utm\\_campaign=m\\_pd+share-sheet](https://www.gofundme.com/f/justice-for-regis?utm_source=customer&utm_medium=copy_link&utm_campaign=m_pd+share-sheet)
- **In Memory of Tony McDade Fund**  
<https://ca.gofundme.com/f/in-memory-of-tony-mcdade>
- **Toronto Protestor Bail Fund**  
<https://www.gofundme.com/f/toronto-protestor-bail-fund?fbclid=IwAR07v8e6ueA9GvD169JpZ81J4Pe8Pag0rCC10gBlvClq57S68WQ7T2qQKoc>
- **Black in BC Community Support Fund for COVID-19**  
<https://www.gofundme.com/f/covid19-black-community-support-vancouver?fbclid=IwAR3mSpaNeLzAMR7Uv9UDcGSrFVO-czoENJ8jD4ypBjBFNq1KkSATRqTbihc>
- **Justice for Breonna Taylor**  
<https://www.change.org/p/andy-beshear-justice-for-breonna-taylor>

## Resources and Articles

**Affirming Black Lives Without Inducing Trauma** by Teaching Tolerance

**Anti-racism resources for white people** by Sarah Sophie Flicker and Alyssa Klein

**Black and Asian American Feminist Solidarities: A Reading List** by Black Women Radicals and the Asian American Feminist Collective

**Remembering 27 Black, Indigenous, and racialized people killed by Canadian police** by Desmond Cole

**Your Kids Aren't Too Young to Talk About Race: Resource Roundup** by Katrina Mitchie

**30+ Ways Asians Perpetuate Anti-Black Racism Everyday** by Michelle Kim

## References

BCCLA, UBCIC and BLM VPD Street Checks Report Response - <https://bccla.org/wp-content/uploads/2020/02/Press-Release-VPD-Street-Checks-Review-Report-Feb-2020.pdf>.

Report reveals 'gross' racial disparity in Toronto policing - <https://www.bbc.com/news/world-us-canada-46513250>

Human Rights Commission Report Ontario - <https://www.theguardian.com/world/2018/dec/10/toronto-black-residents-more-likely-shot-dead-ontario-human-rights-commission-report>

Racial Disparities in Toronto Police Use of Force Report - <https://www.theglobeandmail.com/canada/toronto/article-report-reveals-racial-disparities-in-toronto-polices-use-of-force/>

# Briefing Note - Divestment Bylaw - 2021 Spring Referendum

Author: VP Finance Corbett Gildersleve

Contributors: Science Rep Weichun Kua, SFU350 Rep Abigail Herd, SFU350 Rep Skye Noh

## ISSUE

The SFSS has developed an investment policy that is Fossil Fuel Free. To further strengthen that stance, the SFSS can create a financial restriction bylaw that requires investments to be Fossil Fuel Free.

## BACKGROUND

The SFSS Board in 2019-2020 developed an investment policy to increase their interest earnings and have more control over their investments. At the time, all SFSS funds were in Scotia Bank and had no say in what funds were invested where. After conducting a search, they selected Vancity Investment Managers (VCIM) and passed the investment policy. This policy mandated that all SFSS investments must be Fossil Fuel Free. This policy was implemented this year with an investment plan that was passed by this Board on November 27th, 2020.

SFU350 is a student club dedicated to advocating for SFU to divest from fossil fuels. As the SFSS has started to invest its funds under the policy, they wish to find ways to make sure the SFSS always stays divested. After working with myself and Science Rep Weichun Kua, we have developed this bylaw.

## KEY CONSIDERATIONS

Any policy can be added, amended, or repealed by the Board. By creating a bylaw that requires the SFSS to always be Fossil Fuel Free in its investments, this will cement that in any future policy revisions and changes.

## CURRENT STATUS

The SFSS currently has an investment policy that mirrors the language in the recommended bylaw. I have also discussed this with our investment manager VCIM and the language of the bylaw did not raise any concerns.

## MEDIA AND COMMUNICATION

A referendum campaign will have to be developed as the Board would be taking a 'Yes' stance on this subject if the Board passes the motion.

## TIMELINE

Pre-campaign development - January  
Campaign - First two weeks of February  
Voting - Reading Break

## MOTION

Be it resolved that the Board add the following question to the spring 2021 referendum:

SFSS Divestment

Do you agree to add the following bylaw?

Bylaw 28 - SFSS Investment Restrictions

1. All direct investments made by the Society shall be fossil fuel free, which includes oil, gas and coal producers, pipeline companies, natural gas distribution utilities, and liquefied natural gas operations.
2. All Indirect investment is limited to equities whose company only derives at most 5% of their gross revenue from fossil fuel investments

# BRIEFING NOTE - ELECTIONS POLICIES AMENDMENTS

*AUTHOR: VP UNIVERSITY RELATIONS GABE LIOSIS*

## ISSUE

There is inconsistency between the SFSS By-Laws and the SFSS Elections and Referenda Policies regarding the length of the Notice of Election Period.

## CURRENT STATUS

The current By-Laws state: *"Due notice of a General Election shall be deemed sufficient if the following is adhered to: Notice announcing the upcoming election is given at **least one (1) weeks** before the opening of the nomination period, but no earlier than the first Monday of classes in the same semester"* [By-Law 15(10), By-Law 15(10)(a)].

Meanwhile, the current SFSS Elections and Referenda Policies state: *"The Notice of Election and Referendum Period will last **at least 2 weeks**"*.

## KEY CONSIDERATIONS

This 2 week requirement is a carry over from our previous Elections and Referenda Policies, where elections happened in March, much later in the semester than our current January General Elections.

However, because our elections are now at the beginning of January, the Notice of Elections Period, if kept at 2 weeks, would be starting before the start date of the Spring semester, which would be breaking By-Law 15(10)(a). Additionally, we would not have the support operationally to begin the Notice Period, due to many of our staff likely still being on their winter holidays

## RECOMMENDATION

I recommend that the Elections and Referenda Policies be amended to change the Notice of Election Period from 2 weeks to 1 week, bringing it in line with the By-Laws.

## MOTION

*Be it resolved to amend the SFSS Elections and Referenda Policies NEP-1(3) to read "The Notice of Election and Referendum Period will last at least 1 week".*



# BRIEFING NOTE - ELECTIONS POLICIES AMENDMENTS

*AUTHOR: VP UNIVERSITY RELATIONS GABE LIOSIS*

## ISSUE

There is a longstanding issue of unregulated campaigning during the period between the end of Campaigning Period and the beginning of voting period in SFSS General Elections.

## KEY CONSIDERATIONS

Because of the ambiguity in the By-Laws and Policies surrounding what happens during this “grey zone” between Campaign Period and Voting Period, it is often left to the discretion of the Independent Electoral Commission to determine consequences for those campaigning during this time, or whether to allow campaigning during this time.

## OPTIONS

- 1) Disallow campaigning in the gap between the end of the campaign period and the start of the voting period.
- 2) Allow campaigning in the gap between the end of the campaigning period and the start of the voting period.

## RECOMMENDATION

My recommendation is that campaigning should be allowed during this gap, to prevent frivolous complaints by candidates who may simply be trying to disqualify other candidates. It would also take the pressure of the IEC in this situation, who often are burdened with the lack of burden of proof for candidates who are campaigning during this time.

## MOTION

*Be it resolved to amend the SFSS Elections and Referenda Policies CP-1 to add a subsection (A) under section 2 and have it read: "a. If there is any gap of time between the end of the campaign period and the start of the voting period, candidates shall be subject to the regulations applicable to the campaign period for that period as if it were a part of the campaign period."*

# Briefing Note - Participatory Budgeting - Pilot Project

Author: VP Finance Corbett Gildersleve

## ISSUE

The SFSS's budget consultation process could be improved when it comes to engaging with our membership more open, transparent, and democratic. One method is to use Participatory Budgeting to allow our members the opportunity to pitch ideas and vote on a portion of the SFSS's budget.

## BACKGROUND

Participatory Budgeting is a process for people to democratically decide how to allocate part of a budget. It was first used in municipalities in Brazil in the 1980s and has been adopted for use in other countries including Canada. There are multiple forms that it can take. In a municipal budget, it could be a survey that lets people rate the importance of certain areas of spending (fire, water, street maintenance, etc.) or it can allow people to create their own budget based on submitted projects from members of the community. These projects could be a park renovation or a new center, etc.

The benefits of using this process is that it allows typically under represented and marginalized groups to engage with the budgeting process. It can also result in a more transparent and open budgeting process.

## KEY CONSIDERATIONS

This process requires dedicated support from both an external company and the organization as it requires a campaign to encourage members to participate, people to vet projects, and a platform to support the participatory budgeting process.

Ethelo has a dedicated platform for participatory budgeting and can provide support for a service fee.

This pilot project would set aside \$10,000 for SFSS member project proposals from our unrestricted surplus, as well as additional costs for Ethelo's license and support costs, SFSS social media sponsored ads and a small contingency. As this will all be online, operating costs should be low.

## CURRENT STATUS

The FASC Participatory Budget team has received a presentation and quote from Ethelo and believe they would be appropriate for this pilot project.

## BUDGET COSTS

### Estimated Pilot Project Costs

Item	Amount
Project Proposal Funding Pool	\$10,000
Ethelo Support Costs	\$4,000
SFSS Social Media Sponsored Ads	\$250
Contingency	\$1000
Total	\$15,250

## MEDIA AND COMMUNICATION

An engagement campaign will have to be developed with the help of Ethelo to engage our members to submit proposals.

## TIMELINE

Pre-campaign development - Early January

Campaign - January to February

Voting - March

Project Planning - Summer

Project Implementation - Fall and Spring

## MOTION

Whereas the SFSS will be engaging in its budget consultation process in the Spring term.

Whereas the Participatory Budgeting can help provide a more open and transparent budgeting process for our members and allow for marginalized and under-represented members to participate.

Whereas the FASC Participatory Budgeting team has reviewed Ethelo's proposal and quote and believe they would be appropriate to support this pilot project.

Whereas Ethelo is specialized in supporting Participatory Budgeting processes with a dedicated platform.

Be it resolved to approve the Participatory Budgeting - Pilot Project and approve upto \$15,250 in project costs from the unrestricted surplus.

# BRIEFING NOTE

## *RECOMMENDATION FOR BY-LAW HOUSE-KEEPING REFERENDUM QUESTION FOR SPRING 2021*

### ISSUE

After the By-Law amendments passed at the 2020 SFSS Annual General meeting, there were still a couple of minor amendments that must be made to the By-Laws to iron out a few issues that have come to our attention.

### BACKGROUND

#### Issue #1

The By-Laws refer to a piece of legislation called the “Society Act”, which technically no longer exists. The piece of legislation it *should* be referring to is the “Societies Act”, which is the piece of legislation that governs the Simon Fraser Student Society.

#### Issue #2

There is an error in By-Law 4(10)(b) that fails to capture the original intent of the By-Law. It should allow the President to be an ex-officio member of all Committees of Council. Rather, because of a spelling error, it says that the President is an ex-officio member of all Executive Subcommittees that Council creates, which is not the intent of that By-Law.

#### Issue #3

All Executive Officers, under By-Law #4, are required to “train and advise” their successor. However, this By-Law does not exist for the Vice-President Internal and Organizational Development.

#### Issue #4

The last-minute change by SFU to push the start of classes forward by a week highlighted the need to avoid the voting period happening during the reading break. Right now, our By-Laws do not allow for us to move the dates of the voting period to avoid this scenario.

### RECOMMENDATION

I recommend putting forward a referenda for the Spring 2021 SFSS Executive Committee General Elections to remedy these small errors. See below.

### MOTION

Be it resolved that the Board of Directors approve the following referendum question for the Spring 2021 referendum:

Do you agree to make the following changes to the SFSS By-Laws:

- Change all references to "Society Act" with "Societies Act"
- Change By-Law 4(10)(b) to read "Be an ex-officio voting member of all Committees of Council."
- Add a clause to By-Law 4(11) that reads "Shall train and advise the incoming Vice-President Internal and Organizational Development."
- Create a subsection under By-Law 15(23) that reads "if the voting period is set to fall during the University's reading break, the voting period shall be postponed to the next week of regularly scheduled classes"

# Briefing Note - Student Fee Increase - Inflation

Author: VP Finance Corbett Gildersleve

## ISSUE

The SFSS student fees outside of the Build SFU fee hasn't increased in well over a decade. This creates issues with trying to expand the services, programming, and activities of the SFSS. Past boards have met this challenge through reallocation of fees from other funds, by cutting services, or trying to cut staff costs through Collective Agreement bargaining. This practice generally only reduces costs or shifts funds from one area of the Society to another, and only allows the organization to temporarily grow. Eventually, you hit a financial wall and either have to ask members for a fee increase, or you start cutting services/staff/etc.

## RECOMMENDATIONS

My recommendation is to submit a referendum question asking our membership to let some of our SFSS fees increase with inflation each year. The amount would be set by the Canadian Consumer Price Index (CPI).

Fees that are excluded are the Build SFU Levy (already has inflation built-in after 2022) and the Health and Dental Plan as that's a separate contract that our membership agree to through referendum.

## BACKGROUND

A historical list of fee referendums and general meeting pass/failures are included in the appendix.

## REVENUE CHANGE ESTIMATES

Canadian CPI has been between 1%-2% each year for the last 5 years. Setting an average of 1.5% a year the following table will show the fee increases and estimated revenue (enrollments assumed to be similar from year-to-year).

Fee	Base	2021	2022	2023	2024	2025
SFSS Membership Fee	\$42.74	\$43.38	\$44.03	\$44.69	\$45.36	\$46.04
Student Society Building Fund/Capital Levy	\$5.00	\$5.08	\$5.15	\$5.23	\$5.31	\$5.39
SFSS Food Bank Program	\$0.25	\$0.25	\$0.26	\$0.26	\$0.27	\$0.27
First Nations Student Association	\$0.75	\$0.76	\$0.77	\$0.78	\$0.80	\$0.81
Accessibility Fund	\$0.75	\$0.76	\$0.77	\$0.78	\$0.80	\$0.81
Fee Total	\$49.49	\$50.23	\$50.99	\$51.75	\$52.53	\$53.31
Estimated Revenue	\$2,865,248.30	\$2,908,227.02	\$2,951,850.42	\$2,996,128.18	\$3,041,070.10	\$3,086,686.16
<b>Data</b>						
Average Inflation	1.50%					
2019 Full-Time Fee Payments	49225.0					
2019 Part-Time Fee Payments	17341.0					

## KEY CONSIDERATIONS

Most SFSS membership/activity fee requests failed through referendum unless they're targeted for specific uses. However, most of these requests asked either for a specific fee increase or an increase + CPI. We have never tried to just ask for inflation increases.

Almost all of our service-based requests like Health and Dental, U-Pass, Accessibility Fund, etc. have historically passed. A campaign and referendum question that explains to students that



inflation increases allows us to maintain our student services and supports going forward should be convincing

## CURRENT STATUS

The SFSS is in a better financial position than past years, especially after the closing and selling off of the Food and Beverage Service. Additionally, this year's Board conducted an administrative review and restructuring that reduced the size and costs of the Administrative department, freeing up funds for new student support services and advocacy. However, that means our revenue mostly comes from student fees and only increases when enrollment increases. So, while our foundations are sound, inflation will still continue to reduce our "buying power" over time.

## MEDIA AND COMMUNICATION

A referendum campaign will have to be developed as the Board would be taking a 'Yes' stance on this subject if the Board passes the motion.

## TIMELINE

Pre-campaign development - January  
Campaign - First two weeks of February  
Voting - Reading Break

## MOTION

Be it resolved that the Board add the following question to the spring 2021 referendum:

Setting SFSS fees to increase with inflation allows the organization to maintain its student service and support levels without having to cut programs and staff, or ask students for big fee increases all at once.

Do you agree to adjust the following Simon Fraser Student Society fees by inflation every year set by the Canadian Consumer Price Index (CPI) starting on May 1, 2021?

- SFSS Membership Fee
- Student Society Building Fund/Capital Levy
- SFSS Food Bank Program
- First Nations Student Association
- Accessibility Fund

## Appendix - Fee Referendum and Members Meeting History

### SFSS

#### Student/Membership Fee

- 1969 - Other fees: \$5.00 - failed
- 1970 - Club activities: \$1.00 - failed
- 1972 - Activity Fee increase: \$1.00-\$2.00 - failed
- 1978 - Activity Fee Increase: \$5.00 - failed
- 1992 - SFSS Fee Cap: \$30 (reduction from \$45->\$30) - failed
- 1996 - SFSS Activity Fee Increase: \$2.65 FT/\$1.33 PT - failed
- 1997 - SFSS Fee Decrease: Reduce to \$10 - failed
- 1997 - Removal of CFS Membership Fee: \$6.10 - failed
- 2002 - FNSA: \$0.75 FT - passed
- 2005 - SFSS Activity Fee Increase and CPI: \$0.65 FT/\$0.33 PT - failed (close vote)
- 2006 - SFSS Society Membership Dues: \$1.00 FT/\$0.50 PT (student groups) - passed
- 2008 - CFS Federation and Reallocation of fees: \$7.64 FT/ \$3.82 PT - passed (de-fed failed)
- 2012 - SFSS Space Expansion Fund - Reallocation: \$5.00 FT/\$2.50 PT - passed
- 2015 - Space Expansion Fund Reallocation: \$5.00 FT/\$2.50 PT - passed

#### Services

- 1976 - Dental Plan Reallocation to Anti-Calendar: \$5.00 - passed
- 1995 - Health Plan Referendum: \$105 - passed
- 2002 - U-Pass Establishment: \$23/month - passed
- 2005 - Graduate Student Health Plan: \$300/year - passed
- 2005 - U-Pass Fee Increase: \$1.50/month increase - passed
- 2005 - Accessibility Fund: \$0.75 - passed
- 2008 - H&D Plan Fee: \$198/year - passed
- 2010 - Extended H&D Plan Fee and CPI: \$230/year - failed
- 2011 - U-Pass Fee Increase: \$3.90/month - passed
- 2013 - U-Pass Fee Increase: \$35.00->\$38.00/month over 3 years - passed
- 2014 - SFSS Extended H&D Plan Fee Increase: \$255/year - passed
- 2014 - Board Authority to alter H&D Fee - failed
- 2015 - SFSS Food Bank Targeted Funding: \$0.25 FT/\$0.13 PT - passed
- 2016 - U-Pass Fee Increase: \$39.50->41.00 over 2 years - passed
- 2017 - H&D Plan Fee Control: +/- 5% each year for up to 5 years - passed
- 2018 - Upass Resolution: \$41.00->46.00/month over 6 years, then 2%/year - passed

#### SUB/Space Fee

- 1989 - Capital Fee, Space Expansion:\$10 (increase to \$15 in 1992) - passed
- 2012 - Build SFU Levy: \$10 FT/\$5 PT, cap in 2022 + CPI - passed

## Campus Radio

1978 - CSFU Radio Fee Proposal: \$0.25 - failed  
1983 - CJIV Fee: \$2.00 - failed  
1989 - CJIV Increased Funding: \$1 - failed  
1991 - CJIV Fee Increase: \$2.75 FT/\$1.25 PT - failed  
1991 - CJIV Fee Increase: \$2.75 FT/\$1.25 PT - failed  
1992 - CJSF Fee Increase: \$1 FT/\$0.50 PT - passed  
1996 - CJSF Fee Increase: \$1.00 FT/\$0.50 PT - passed  
2006 - CJSF Fee Increase: \$0.50 FT/\$0.25 PT - failed  
2009 - CJSF Fee Increase: \$0.75 FT/\$0.38 PT - passed (very close, 26 vote difference)

## The Peak

1972 - Peak Fee Increase: \$0.50 - failed  
1995 - Peak Funding Increase: \$3.90 FT/\$1.95 PT - failed  
1995 - Peak Funding Increase: \$3.90 FT/\$1.95 PT - passed  
2003 - Peak Membership Fee: \$1.00 FT/\$0.50 PT - passed  
2003 - Peak Membership Fee CPI - failed

## BCPIRG/SFPIRG

1991 - BCPIRG Fee Increase: \$1.00 FT/\$0.50 PT - failed  
1993 - SFPIRG Fee Increase: \$1.00 FT/\$0.50 PT - failed (quorum)  
1994 - SFPIRG Fee Increase: \$1.00 FT/\$0.50 PT - passed  
2020 - SFPIRG Fee Increase + CPI: \$2.50 FT/ \$1.25 PT - failed (close vote)

## WUSC

2001 - WUSC Referendum: \$0.50 FT - passed  
2006 - WUSC Fee Increase: \$0.50 FT/\$0.25 PT - passed  
2012 - WUSC Fee Increase: \$0.50 FT/\$0.25 PT - passed  
2020 - WUSC Fee Increase + CPI: \$2.50 FT/\$1.25 PT - passed

## SFU Sustainability/Embark

2010 - Sustainable SFU fee: \$2.00 FT/\$1.00 PT - passed

2016 - Embark Sustainability Fee Increase: \$1.50 FT/\$0.75 PT - passed

## Schools Building Schools

2012 - Schools Building Schools: \$1.00 FT/\$0.50 PT - passed

2016 - Schools Building Schools Levy Removal: \$1.00 FT/\$0.50 PT - passed

# Briefing Note: FSU and DSU Space Campaign

Prepared by: WeiChun Kua (Science Representative)

## Background

### BESU and EVSCSU Eviction

On October 31st, the Environmental Science Student Union (EVSCSU) and Bachelor of Environment Student Union (BESU) announced that the School of Environmental Science is seizing their current shared common room in TASC 7470 to be turned into a laboratory space by the end of the semester. Although the school has expressed commitment to find alternate space for both student unions, this was still done without any advance notice or prior consultation with BESU or EVSCSU. We believe that the university is taking advantage of the fact that students are not on campus to rightfully protest against this eviction happening in the middle of a global pandemic.

BESU and EVSCSU have written a [statement](#) to condemn this decision by the School of Environmental Science. The SFSS Board of Directors have also issued a [letter](#) to the school in solidarity with BESU and EVSCSU.

## Students Need Space

To paraphrase BESU's and EVSCSU's statement, a common room is the lifeblood of student unions, and the heart of student life. It's where a student union engages new students, builds a community, and shares a space to collaborate and support each other. Student union spaces also work to create a sense of belonging and can foster positive mental health. In an unprecedented time of online learning where new students are already starting their first year of their university being disconnected from their peers and community, it is vital that Faculty Student Unions (FSUs) and Departmental Student Unions (DSUs) have access to their common rooms when we

transition back to in-person learning. A university needs to prioritize and make space for its students to thrive. What is a university without its students? What does it say about a university if it does not create space for us?

The eviction of student union spaces can be dated back to the 1980s. Common room spaces are always the lowest priority for the university when it comes to allocating and utilizing space. Common rooms are also precarious because there lacks any form of agreement between student unions and departments on how long students will have access to the space. This means departments are allowed to allocate rooms at will and take them back without the consent of students, as this case exemplifies. In [1988](#), the English Student Union found a lock on their common room door without any notice, and in the prior weeks, the Philosophy, Economics and Archeology common rooms were also taken to be used for office space. There were protests, and pushback from the English Student Union (ESU) as well as backing from the SFSS, but ultimately the common room was lost. Fortunately, the ESU currently has a common room but this goes to show how precarious common room spaces are for students. There have been countless evictions since then and now we are seeing that nothing has changed, which is why it is time for students to let the university know that we will not be shoved around any longer. We have seen from the “[Save Our Space](#)” campaign that student activism works in fighting for student space on campus. Students deserve space.

## Key Considerations

### Current Existing Common Rooms

On Nov 4th, a survey was sent out to all 62 student unions regarding their common room space. The results of the survey indicate that 61% of student unions, including the **49% that are active** in the Fall 2020 semester, **do not have access to a common space or office**, shared or otherwise. Just four of the student unions without these meeting spaces also have a storage locker or room. It is also reported that **11%** have an **office but no common room**, and just **15%** of active student unions have dedicated storage space. For three student unions, this space is in addition to their common area or office, and for the other four, it is their only form of dedicated space. In September 2018, the **Political Science Student Union lost their space** when it was converted into a teaching assistant office. Previously, they shared a space with the History

Student Union and the Gender, Sexuality and Women's Studies Student Union. Most importantly to note, all of the existing common rooms have no guarantee that their space will not be taken away at any time.

## Accessible and Adequate Space

The School of Environmental Science justified BESU's and EVSCSU's eviction, by stating that there were spaces in the new Student Union Building (SUB) for them to book and have their meetings or events. This is not a valid reason to evict BESU and EVSCSU. The SUB already houses constituency groups, and provides bookable spaces to hundreds of student clubs and students, which means that BESU and EVSCSU will have to compete for these spaces and lack consistent access to a shared space to meet the needs of students they serve. Student unions also need storage space to store their equipment. Additionally, student union common rooms need to be in a central location within their departments, to maintain a good connection with their departments and to be located closer to their labs, classrooms, and support offices such as the advising office or the department front desk.

More importantly, the common room also needs to be in an accessible location to meet the needs of disabled students. It cannot be tucked away in a far corner of a department that creates barriers for disabled students, and not having a designated space further exacerbates factors that hinder disabled students from accessing the services and supports that these student unions provide. Lastly, the size of the common room needs to meet the needs of each student union. All in all, student unions need a permanent, accessible, and adequate space.

## Recommendations

### Council to Write a Letter for all FSUs/DSUs to Sign-on and To Be Sent to All Departments and Faculties

A joint letter from Council and signed by FSUs and DSUs to express the support and stance of Council regarding the common space issue to all faculties and departments. This will provide more leverage for each FSUs and DSUs trying to keep or acquire space by having the backing of

other student unions, and set clear demands and expectations across all faculties and departments.

## Striking A Letter of Agreement Between FSU/DSU and their Respective Faculty/Department for Space Security and Longevity

Student unions should enter into an agreement with their respective department to ensure that if an adequate and accessible common room is allocated to them, that they have it permanently, this includes student unions that are satisfied with their existing space. Students deserve to have a secured and permanent space for continuity and longevity of their community.

The letter of agreement should outline the following clauses guaranteeing spaces for a predetermined time, space and location:

1. **Time clause:** The given space cannot be revoked or changed and shall perpetually stand, unless both parties enter into a new agreement.
2. **Location clause:** the common room must be located in an accessible location within the FSU/DSU's respective faculty/department. If the department does not have any available spaces, it must be the next closest available space within the faculty.
3. **Size clause:** the common room must be of adequate size to hold meetings and events. Storage must be provided as well that is in close proximity to the common room.

## Motion Passed at Council

Whereas student union common rooms are vital, and essential for students to thrive everywhere on campus,



Whereas the current eviction of the Environmental Science Student Union (EVSCSU) and Bachelor of Environment Student Union (BESU) from their TASC 7470 common room serves as a reminder of the on-going and real threat of student space eviction,

Whereas a joint effort between all Faculty Student Unions (FSUs) and Departmental Student Unions (DSUs) will show solidarity, power in numbers, and provide a support network for all student unions to acquire space from their department, and faculty,

Be it resolved that Council formally support all FSUs and DSUs to acquire accessible and adequate common rooms on any of SFU's 3 campuses, provide any resources needed, and launch a space campaign called "#StudentsDeserveSpace",

Be it further resolved that Council writes a joint letter in line with the briefing note attached and that Council signs as a representative body, as well all student unions voting in favour has their signatures appended, and that this letter be sent to all respective department and faculty within the University

Be it further resolved that this letter outlines that every student union deserves common room space, and in the event that a student union has common room space - that it is the priority of student unions to enter into agreements with their respective department to make sure that this space is secured and permanent.

## Recommended Motion for the Board

Whereas student union common rooms are vital, and essential for students to thrive everywhere on campus,

Whereas the current eviction of the Environmental Science Student Union (EVSCSU) and Bachelor of Environment Student Union (BESU) from their TASC 7470 common room serves as a reminder of the on-going and real threat of student space eviction,

Whereas a motion was passed at the FARM Committee recommending that the Board of Directors endorse Council's FSU and DSU Space campaign called #StudentsDeserveSpace that was passed on the Dec 9th Council meeting, as a joint effort between all Faculty Student Unions



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(FSUs) and Departmental Student Unions (DSUs) to acquire common room space from their department, and faculty,

Be it resolved that the Board of Directors endorse the #StudentDeserveSpace campaign and write a letter of support in solidarity with Council to use in their space campaign.

## References

[BESU and EVSCSU Eviction Statement](#)

[SFSS Letter of Support for BESU and EVSCSU](#)

[Peak Archive: English Student Union Common Room Eviction in 1988](#)

[Student Union Common Room Analysis Report](#)

## Concordia-Specific Holiday Cards Toolkit Action

**Launch December 21st 2020**

**Running date until: January 10th 2020**

### What is the current situation in Concordia?

Over the summer, many students evaluated the alternatives of attending school during this global pandemic. This fall semester had students feeling overwhelmed, overworked, and undervalued by both the administration and the government.

The Concordia University administration reassured students in March that *the University was spending millions to ensure safe and adequate education for its students that would be accessed anywhere, anytime in the world*. After receiving numerous complaints, it's clear that there has not been enough support for students during these difficult times. This led the CSU to hold a town hall to hear students' concerns and begin the mobilization to amplify the students' voices. Which allows us, with the student body, create concrete demands that fit all students' needs, regardless of the faculty.

These are the collective demands:

- Reimplementation of Pass/Fail for all courses
- Universal standards for all professors to follow
- Eliminated invasive systems such as Proctorial and COLE
- Tuition justifications
- Centralized system to voice concerns

During the last few months, Union Executives have pushed concerns to the admins at senate, regular meetings with Provost office, and private meetings. We recognize the administration has allowed us to have one Pass or DISC course, while extending our winter break by a week, however we do not believe this is adequate given the circumstance.

Students are struggling more than ever. Our campus social life has been taken away, removing most of our daily interactions. In these times of isolation, it has affected the mental health of many given concerns on paying bills, finding jobs, taking care of loved ones and avoiding catching this deadly virus on top of our academic lives. We believe there are steps to be taken to ensure students' well-being, and to better support them.

After seeing this semester fall apart, we want to ensure the administration takes the time over the holidays to ensure students will get the proper education they are paying for. This tool kit provides the guidelines of our action plan.

### **So, WHAT'S THE PLAN?**

The CSU is partnering with different committees, faculties, and unions to push the *Holiday Cards - Dear University*. The plan is simple; we encourage students to write a holiday card directed to the administration that expresses their concerns and demands. This would help amplify their struggles, but more so help bring media attention to ensure we are seen.

### **What is the goal of this action?**

The goal of this action is to bring awareness to the administration and ministry of education. We want to ensure our concerns are heard and measures are put in place to accommodate for these circumstances.

Ultimately, this will be the start of our next big push for demands. If they do not announce proper procedures during the holiday break, we can collectively act again in January. This will create a strong united front of students moving forward into the Winter semester.

### **How do we participate?**

As mentioned previously, we want to create **Holiday Cards**. To keep participation simple, we have provided template cards that can be used by filling in the blanks but we do encourage students to make their own.

*Essentially you need to send a card to the Concordia administration; it can be done by physically mailing the card or e-mailed them an online version.*

### **What do you write in the card?**

The card should include motivating for one of the Unions current demands or explaining to them the challenges this semester has presented you. We're facing an unprecedented crisis for our generation. Universities need to understand that students are overwhelmed and take steps to support us, rather than pretending things are business as usual.

### **How will this spread awareness?**

Help this campaign get more attention by sharing a photo of your card online {Facebook, Instagram, Twitter, Tik Tok, etc.} with the hashtag **#DearConcordia**, **#CherMccan**, **#StudentBailout**, and tag some of your friends and challenge them to send a card as well!

[Here are some examples of cards](#)

[Here is the submission link](#)

### **Who are the Targets?**

Internally | Administration

**Concordia University President** | Graham Carr

**Concordia University Provost Office** | Anne Whitelaw

**Dean Faculty** | All faculties

**Associate Dean, Faculty Affairs** | All departments

Externally | Provincial Government

**Quebec Minister of Higher Education** | Danielle Mccan

We recommend targeting your faculty dean, chair, provost, and the president of the University as internal targets. Furthermore, we recommend having the minister of education included in the trend to ensure once again they do not forget us.

### **Support in mobilizing for this campaign!**

### Digital canvassing guidelines:

1. **State the problem:** Frame the issue and why it should matter to the person you're talking to
2. **Give your solution:** What do you want, who do you want it from and why is it important? Ex. Divest Concordia wanted the administration to exchange fossil fuel investments for socially responsible investments.
3. **Drive urgency:** There's a lot going on in the world, why should they support your campaign right now?
4. **Ask them to take action:** What action do you want the person you're canvassing to take? Make sure you have clear next steps on how they can support you.

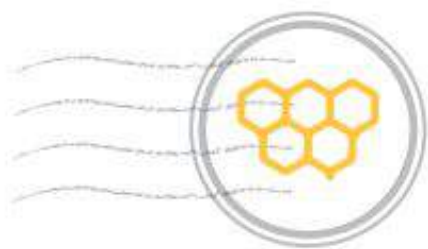
### Sample:

Despite being told the administration is investing millions of dollars into switching to online education,. Between reports of increased workloads to the huge differences in how professors have chosen to teach their courses, to the last minute decisions like the administration's choice to allow students just one pass/fail option for this semester, right after most students who could afford to retake a class had dropped the classes they were struggling with... Students feel overwhelmed, overworked and undervalued by our University. This Semester, students had no idea what to expect, now we know, and we can't take another semester of avoidable stress and confusion. On top of all this, the University is not accepting course evaluations from students this year.

The Winter Semester is only a month away. That's why we're asking you to mail a card to our administration during winter break to explain the impact this semester has had on you, and the changes you want to see to help you get through the next semester, and the next wave of COVID.

Submission link: <https://forms.gle/Zwz4DUJmWZ3Wyc9P7>

For instagram post, here is a picture you can use:



# Pass/Fail Grading

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# Motion

**From:** Gabe Liosis

**Co-Sponsors:** Osob Mohamed, Corbett Gildersleve, Samad Raza, Nafoni Modi, Daniel Lam, Allan Lam, Abhishek Parmar, Harry Preet Singh, Bryan Daniel, Alan Wong, and Tanishvir Singh.

## Motion #1

THAT Senate approve, for the Spring 2021 term, and retroactively for the Fall 2020 term, in a manner akin to the Spring 2020 semester, students be allowed the choice to accept their final course grade or opt for a “Pass/Fail” grading basis for an individual course, where: 1) both “P” and “F” grades are excluded in the calculation of GPA; and 2) credit is earned for “P” grades and will count towards the total unit required for a degree.

## Motion #2

THAT Senate commits to having a continuous and thorough discussion with students about COVID-19 related grading schemes.

# Equity, Diversity, and Inclusion

SFU has committed to Equity, Diversity, and Inclusion, but unfortunately this is not reflected in grading practices during the COVID-19 pandemic.

Marginalized communities are disproportionately impacted by the pandemic, and SFU must consider this when enacting policies. BIPOC, low-income, and disabled students face significant barriers this semester, including lack of internet access, economic and housing instability, and lack of access to care, resources, or accommodations.

**Enacting a more compassionate grading framework would acknowledge SFU's commitment to EDI and ensure our most marginalized students are not forgotten.**

With the transition to online classes, many disabled students have been left behind<sup>1</sup>. Accommodations do not always translate well to a virtual learning environment, which ends up being reflected in a students' grades. Additionally, adverse circumstances can be unpredictable and sudden. Considering the Centre for Accessible Learning only accepts new students up until week 10 of the semester, students are often left without adequate accommodations after this time. Even when students do have access to accommodations (which is not guaranteed), there are additional barriers to receiving these accommodations, like filling out forms and providing proof of a disability.

The pandemic is not accurately reflecting students' capacity to learn. There are so many extenuating factors which have limited the way we perform, and students should not be punished for the current situation we find ourselves in. Our grades are not a reflection of our abilities, but the circumstances we find ourselves in.

## Health and well-being

The health consequences of this pandemic are far-reaching, deeply worrying, and compound the need for a more equitable grading framework at SFU.

Seeing as the shift to remote instruction is still relatively new, professors and students alike are still adapting to the virtual learning environment. Students should not be punished and should not have to compromise their mental health during this pandemic. Compassion and understanding **must** be prioritized here, and the Pass/Fail grading framework can alleviate some of the stress students are feeling right now.

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<sup>1</sup> <https://bcedaccess.com/2020/07/22/children-with-disabilities-excluded-from-school-during-covid-19/>



## Impacts of COVID-19 on mental health

An increasing number of studies throughout British Columbia have demonstrated just how far-reaching the mental health impacts of the COVID-19 pandemic are. These studies show that younger Canadians report higher rates of depression, anxiety, loneliness, and poor social support. What's even more concerning is that suicidal ideation has increased around 50%, and 40% of Canadians needing mental healthcare are not receiving the support they need<sup>2</sup>. Suicidal ideation has also increased especially among Indigenous people, disabled people, and people who identify as LGBTQ+<sup>3</sup>. Indigenous peoples are also disproportionately experiencing colonialism-related harm, like unsafe housing, lack of access to clean water, and extreme food insecurity, all of which contribute to increased risk in mental health<sup>4</sup>. This reaffirms the need for SFU to consider the effects of COVID-19 on marginalized communities, and rededicate ourselves to EDI.

At SFU, 48.9% of SFSS' survey respondents reported that they are experiencing mental health issues due to COVID-19, with many commenting that they were already experiencing mental health challenges that have worsened over the last two months. Students that had recovered from or were previously managing mental health illnesses such as anxiety, depression, obsessive compulsive disorder, and eating disorders are now finding themselves in precarious positions. Furthermore, 17.6% of students reported that instructors have conducted themselves in a way that is not considerate of student health and well-being<sup>5</sup>.

It is crucial to note that a Pass/Fail grading framework would reduce some of the many stressors that students are facing right now. Many students have stated how difficult it is to focus on their academics when their mental health is so impacted by the effects of COVID-19. An increasing number of students are feeling burnt out, having to stay at home (which may not be a good study environment) all the time. According to an SFSS COVID-19 survey, 64.5% of students do not have a study space free from noise and distractions, making it difficult to study<sup>6</sup>.

The rise of COVID-19 cases have also had a profound impact on students' mental health. Not only are we expected to focus on academics, we are expected not to have

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<sup>2</sup> <https://www.uvic.ca/news/topics/2020+knowledge-mental-health-impacts+news>

<sup>3</sup>

<https://news.ubc.ca/2020/06/25/covid-19-survey-highlights-growing-suicide-and-mental-health-risks-across-various-groups/>

<sup>4</sup>

<https://www.sfu.ca/sfunews/stories/2020/11/report-predicts-increased-youth-mental-health-struggles-related-.html>

<sup>5</sup> <https://sfss.ca/wp-content/uploads/2020/05/COVID-19-Survey-Report-4-1.pdf>

<sup>6</sup> <https://sfss.ca/wp-content/uploads/2020/05/COVID-19-Survey-Report-4-1.pdf>

the increasing number of COVID-19 cases (and deaths) impact our mental health and impede on our ability to study.

Seasonal depression has also compounded the negative effects of COVID-19. Combined with the onset of exams (some of which are proctored, thus adding more stress on students), it is no question why some students would feel depressed, anxious, and burnt out.

## Impacts of COVID-19 on physical health

Students in different time zones are also feeling the effects of COVID-19. With mandatory synchronous course components, students often have to stay awake at abnormal hours, which impacts both their physical and mental health.

Students who share a work environment with others may also find their academic workload taking a toll on their physical health. For example, students who are unable to complete coursework during the day (due to having to work or inability to focus due to distractions) are forced to compromise their sleep schedule in order to focus on academics.

Seeing as previous conversations with SFU Administration (in Senate and various Senate committees) have emphasized that we cannot mandate the way professors run their courses, reinstating the Pass/Fail grading framework would be a compromise in which students can evaluate their own situations and make an informed decision about their grades. If professors lack the resources to provide quality education, a Pass/Fail option will ensure students are not punished.

## Barriers to mental healthcare

Oftentimes, students are unable to simply see a counsellor or psychologist. Many students work part-time to be able to afford the rising costs of tuition, which leaves little time to see a psychologist. Additionally, the cost of mental healthcare is something that some students cannot afford.

While services like My SSP are offered, students have experienced delays or inadequate services. According to an SFSS Survey, students commented that no matter the mental health services offered by SFU, without fundamental changes to the grading system, the pressure of post-secondary education will negatively impact their mental health and well-being<sup>7</sup>.

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<sup>7</sup> <https://sfss.ca/wp-content/uploads/2020/05/COVID-19-Survey-Report-4-1.pdf>

“Pass/Fail would allow students to slack off and not learn what they need to learn for their future.”

Some people believe that having Pass/Fail grading would cause students to lose their motivation to learn. In this case, we must remember the mental health impacts of COVID-19 and how the pandemic disproportionately impacts marginalized communities.

**Should we punish students because they lack the necessary supports and resources to focus on their education?**

A study from Harvard found that students who took a course with Pass/Fail options did not spend less time on the course. In fact, these students took the course just as seriously as those in the letter-graded version of the course, as long as the same expectations are set for both groups of students<sup>8</sup>. Pass/Fail grading has also been shown to reduce competition, support collaboration, and foster intrinsic motivation, which is key to self-regulated, lifelong learning<sup>9,10</sup>. This study, and many others<sup>11,12,13</sup>, demonstrate the benefits of moving towards a Pass/Fail grading framework, especially during these uncertain times.

SFU needs to prioritize the health of its students. We must remember to be understanding and compassionate during these stressful times, and not punish students who are disproportionately affected by the pandemic just because we fear some students may not be able to prioritize their academics.

## Grade inflation and accreditation

A common argument against implementing the Pass/Fail grading framework is that it would inflate grades and make an SFU degree lose its value. Some programs, like mechatronic systems engineering, are also accredited and would be impacted by Pass/Fail grading.

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<sup>8</sup> [https://cs.harvard.edu/malan/publications/Toward\\_an\\_Ungraded\\_CS50.pdf](https://cs.harvard.edu/malan/publications/Toward_an_Ungraded_CS50.pdf)

<sup>9</sup>

[https://www.researchgate.net/publication/40690117\\_Pass-fail\\_grading\\_Laying\\_the\\_foundation\\_for\\_self-regulated\\_learning](https://www.researchgate.net/publication/40690117_Pass-fail_grading_Laying_the_foundation_for_self-regulated_learning)

<sup>10</sup> <https://www.scirp.org/journal/paperinformation.aspx?paperid=74099>

<sup>11</sup>

<https://www.edsurge.com/news/2020-05-21-grades-fail-at-motivating-students-intrinsic-motivation-works-better>

<sup>12</sup> <https://journals.sagepub.com/doi/abs/10.1177/1469787418819728>

<sup>13</sup> <https://www.sciencedirect.com/science/article/abs/pii/S0025619611612500>

## Other institutions with compassionate grading frameworks

It is clear that many other universities have prioritized their students' health and well-being over institutional constructs. Prestigious universities such as Stanford<sup>14</sup>, Princeton<sup>15</sup>, Massachusetts Institute of Technology<sup>16</sup>, and Brown<sup>17</sup> have all implemented more compassionate grading frameworks like Pass/Fail. A variety of Canadian universities have also done this, including but not limited to Carleton University<sup>18</sup>, University of Calgary<sup>19</sup>, Concordia University<sup>20</sup>, Bishop's University<sup>21</sup>, and University of Manitoba<sup>22</sup>.

These institutions all share a commitment to prioritizing the well-being of their students and recognizing the inequities inherent to online learning. In response to the academic and personal turmoil that students are encountering this semester, these institutions have shown that this crisis-sensitive grading framework must be implemented to safeguard the academic, emotional, spiritual, and physical health of our community.

## Accreditation

Some programs, like engineering, have expressed concerns relating to the Pass/Fail grading framework's effects on accreditation. However, Engineers Canada (Canadian Engineering Accreditation Board (CEAB), which offers accreditation for SFU Engineering) has explicitly stated that **“such [Pass/Fail grading] changes will not adversely affect the programs' accreditation status” because “the health and safety of students, faculty, and staff are of great importance to [Engineers Canada] and [they] are supportive of institutions taking reasonable measures to balance safety and academic continuity<sup>23</sup>.”**

Additionally, [as per the studies mentioned above](#), a Pass/Fail grading framework would encourage collaboration and teamwork, skills that are valued in the workplace. Many

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<sup>14</sup>

<https://www.stanforddaily.com/2020/07/30/faculty-senate-approves-optional-credit-no-credit-grading-system-for-entirety-of-academic-year/>

<sup>15</sup> <https://fall2020.princeton.edu/info/undergraduate-students/faqs>

<sup>16</sup> <https://registrar.mit.edu/covid-19/grading/fall-2020>

<sup>17</sup> <https://healthy.brown.edu/academics/policies-fall-2020>

<sup>18</sup> <https://carleton.ca/provost/2020/sat-uns-fall-2020-winter-2021/>

<sup>19</sup> <https://www.ucalgary.ca/registrar/student-centre/grades>

<sup>20</sup> <https://www.concordia.ca/coronavirus/students/pass-disc.html>

<sup>21</sup> <https://www.ubishops.ca/measures-to-support-student-success-and-relieve-stress-and-anxiety/>

<sup>22</sup> <https://www.cbc.ca/news/canada/manitoba/university-manitoba-alternative-grading-1.5827956>

<sup>23</sup>

<https://engineerscanada.ca/news-and-events/news/for-regulators-march-31-2020-ceab-statement-on-covid-19>

companies that hire engineers prioritize work experience over CGPA<sup>24</sup>, which is why co-op is required in the engineering program<sup>25</sup>. A good engineer has to work with various types of people to solve problems and make products, using their experiences to inform their work. Grades cannot encapsulate this, and getting tested on ideas that have already been solved by other practitioners is not the only way to prepare a student for their career.

## Career and graduate school implications

An important concern regarding Pass/Fail grading is its impacts on students' future careers and graduate school applications. However, these impacts can be mitigated by having a strong communications strategy and using an FAQ. This was implemented at the end of the Spring 2020 semester<sup>26</sup>.

### Implications for students' future careers

One may argue that Pass/Fail can work as a bandaid for emergency situations, but is ultimately unsustainable because it carries heavy implications for how education is viewed by employers. However, [as shown previously, many institutions have already implemented more compassionate grading frameworks](#), therefore normalizing it. As more and more institutions implement new grading frameworks in light of COVID-19's negative impacts on the student population, it will become normalized which mitigates some negative consequences of having Pass or Fail on a student's transcript. [Again, as previously mentioned, many companies nowadays weigh experience more heavily than grades anyway](#), and many employers would understand the circumstances (a worldwide pandemic) underlying a Pass or Fail grade. Some employers also look at CGPA only, which could be increased with the Pass/Fail grading framework to offset the negative and disproportionate impacts of COVID-19.

With the shift to a remote learning environment, some students have considered dropping out or changing out of their current major, all due to the amount of stress they are put under. To mitigate these adverse circumstances, SFU can offer Pass/Fail grading, which would encourage students to continue pursuing a degree and a career they are passionate about.

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<sup>24</sup> <https://onlinelibrary.wiley.com/doi/abs/10.1002/j.2168-9830.2008.tb00968.x>

<sup>25</sup> <http://www.sfu.ca/coop/programs/ensc.html>

<sup>26</sup> <https://www.sfu.ca/fass/news/2020/03/covid-19-info-for-fass-students.html>

## Graduate school

Some graduate schools, such as UC Berkeley, have stated they will “make admissions decisions holistically,” considering factors outside of CGPA as well as being mindful of the COVID-19 pandemic’s effects on students<sup>27</sup>. In fact, UC Berkeley and many other universities have implemented new admissions criteria, making it clear that “[they] will not penalize students for the adoption of P/NP and other grading options during this unprecedented period<sup>28</sup>.”

For graduate schools who may penalize a Pass/Fail grade, SFU should consider making this very clear in [the FAQ](#). Additionally, only a minority of undergraduate students at SFU go to graduate school. **Is it fair to punish students who are not planning on going to graduate school, just because some graduate schools *may* look unfavourably upon a Pass/Fail grade (which is optional and not necessary for students to take)?**

## Quality of education and workload

Throughout the onset of the COVID-19 pandemic, there have been two opposing perspectives on the quality of education since moving to remote instruction. On one hand, some claim the quality of education is unchanged; on the other hand, some are saying the quality of education has vastly decreased.

### Unchanged quality of education

If the quality of education has stayed the same, implementing a Pass/Fail grading framework would not have a huge effect on the majority of students. Students could continue to learn from their professors, and do not need to opt for a Pass/Fail grade. **The only impact of the Pass/Fail system would be to help students who have been disproportionately impacted by the COVID-19 pandemic in domains other than their academic life.** According to [SFU’s renewed dedication to EDI](#), it is ever more important to look out for marginalized groups who are disproportionately impacted by the COVID-19 pandemic, meaning a Pass/Fail grading framework is the most equitable solution.

### Decreased quality of education

Many students, TAs, and faculty members alike have expressed concerns with the decreasing quality of education since the shift to a remote learning environment. If this

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<sup>27</sup> <https://www.insidehighered.com/news/2020/04/13/how-will-passfail-affect-students-future>

<sup>28</sup> <https://www.insidehighered.com/news/2020/04/13/how-will-passfail-affect-students-future>

is the case, a Pass/Fail grading framework would offset these adverse effects and make grading more fair for students who were unable to access the full range of support they needed.

## Students

Students have many concerns regarding the decreasing quality of education since the shift to a remote learning environment.

The lack of support and communication from some professors have taken a toll on students' grades, severely limiting their understanding of course material. Although some professors still hold office hours via Zoom, some only hold them via email, which makes understanding course concepts even more difficult. **Since the SFU Senate cannot mandate what professors can and cannot do, implementing a Pass/Fail grading framework is most fair for students who are put in this adverse situation.** We must trust students to know what is best for their own situations, and not put additional stress on them to "prove" the hardships they go through.

Students have also experienced a vastly increased workload. Since the shift to online learning, some changes to courses had to be made, which resulted in more difficult exams to offset cheating, increased number of assignments or projects, and stressful proctored exams. All of this contributes to a decline in students' [mental health](#) as well as burnout.

According to the SFSS COVID-19 Survey, 45.6% of students do not have the necessary software to complete their studies since students are unable to use software available on campus computers. The survey also found that 47.9% of students experience a heavier workload with remote learning, and **12.9% of students felt unsafe, uncomfortable, or violated by an instructor's request.** 43.6% of students did not feel well-equipped to finish the semester, and 6.5% withdrew from their courses<sup>29</sup>. SFU should take these survey results into consideration, and consider a more compassionate grading framework.

This is especially true in light of multiple studies stating that remote instruction cannot be compared at the same level as in-person instruction. While university test results may be similar for both online and in-person classes, students are more engaged with in-person classes<sup>30</sup>. Furthermore, remote learning requires more self-discipline and self guidance, and research shows that scholarly instruction with minimal guidance is less

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<sup>29</sup> <https://sfss.ca/wp-content/uploads/2020/05/COVID-19-Survey-Report-4-1.pdf>

<sup>30</sup> <https://www.frontiersin.org/articles/10.3389/fpsyg.2014.01278/full>

effective than teaching with strong guidance, even for students with considerable prior knowledge<sup>31</sup>.

Remote learning can also disadvantage students with learning disabilities. For example, online-based courses often require more reading than in-person courses, which can be more difficult for those with reading-based disabilities<sup>32</sup>. Once again we see marginalized populations are being disproportionately and adversely impacted by COVID-19.

## TAs

Teaching Assistants have also noticed a decrease in support and quality of learning with the shift to remote instruction. Not only has workload dramatically increased, it has done so at a rate that the professor themselves cannot even keep up with the increasing number of assignments, projects, quizzes, and exams. This means that quizzes are often published later in the week than originally scheduled, and exam details are changed on the fly (less than 24 hours before the exam). **These sudden changes negatively affect students' ability to prepare, and hinders TAs' abilities to adequately assess their students.**

## Faculty

Some faculty members have also expressed concerns with the quality of online instruction. There has been a decrease in the number of resources available, and communication regarding changes is confusing. **Instructors who are unfamiliar with remote instruction suddenly have to adapt to the online environment, which leads to many problems (glitches, unexpected technological challenges) that impact students' abilities to learn.**

All of these issues impact a student's ability to learn and demonstrate their knowledge, which can lead to a lower grade. This can be mitigated with the option to take a Pass/Fail grade.

**“Students know what they’re getting into now. Just take a lighter course load or take the semester off”**

Unfortunately, many students do not have the luxury of taking a lighter course load or taking the semester off. Students, especially first-year students, are still unprepared for

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<sup>31</sup> [https://www.tandfonline.com/doi/abs/10.1207/s15326985ep4102\\_1](https://www.tandfonline.com/doi/abs/10.1207/s15326985ep4102_1)

<sup>32</sup> <https://onlinelibrary.wiley.com/doi/abs/10.1002/ss.394>



remote courses, considering each course is heavily dependent on how prepared a professor is.

## WD deadline

An extended WD deadline would not address this because students will not have adequate time to assess how they are doing in the course, especially after taking a final exam (which could be worth 20%-40% of a student's grade). Additionally, having a Pass/Fail option would give students the autonomy of deciding whether to keep a letter grade or opt for Pass/Fail **after trying their best in the course**. This is especially important if students are taking a required course.

## International students

International students must take a full course load to participate in co-op. Additionally, not enrolling in courses full time will affect international students when applying for a post-grad work permit<sup>33</sup>.

## Student loans

According to StudentAid BC, students “**must attend school full-time**” in order to receive funding<sup>34</sup>. If students do not attend school full time one semester, they must do so the next semester and submit a new application (which acts as an additional barrier that some students may not have the time for). Additionally, students who “withdraw from school two times while receiving B.C. student financial assistance...will be denied further funding by StudentAid BC.” This means that many students cannot afford to take a lighter course load or take the semester off.

Many students also rely on student loans for their living expenses.

## Indigenous band funding

Some Indigenous students receive band funding (funding from their nation). When these students are band funded, typically they have to take full course load. If they decide to take a semester off or reduce their course load, these students would risk losing this band funding. This band funding is often the only way for these students to

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<sup>33</sup>

<https://www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/operational-bulletins-manuals/temporary-residents/study-permits/post-graduation-work-permit-program/eligibility.html>

<sup>34</sup> <https://studentaidbc.ca/maintain/responsibilities#continue-in-studies>

access a post-secondary education, which demonstrates, again, the [disproportionate effect that the COVID-19 pandemic has on marginalized communities](#).

## Course offerings

Many courses have limited offerings throughout the year. By telling students to take a semester off or take a lighter course load, you are asking students to **disrupt their entire life plan and potentially delay their goals for a year or more**. This is simply not feasible for many students, which is why understanding students' variegated situations and showing compassion with a Pass/Fail grading system would be a viable solution.

## Alternatives (WE and AE)

Some may argue we should consider alternatives such as WE or AE notation instead of Pass/Fail grading. However, these notations have additional barriers and can further disadvantage many students, especially marginalized ones.

### WE (withdraw under extenuating circumstances)

Requesting a WE notation requires documentation, along with a long process (instead of going on go.sfu.ca to choose Pass/Fail by yourself).

Requesting additional documentation for a WE acts as a barrier for many students. If a student is depressed and is unable to access mental health support or get diagnosed by a psychologist (whether due to lack of time or lack of money), **they are punished for their inability to secure documentation**.

A WE can also be denied (who is to decide how much a student has suffered?), and processing WE requests can lead to admin overload. It also means a student would have to retake the course later on, which may be unfair if the reason the student wanted a WE was due to poor course design and lack of access to proper support or resources.

### AE (Compassionate Pass)

An AE notation has the same issues as requesting a WE notation. Not only do students need to provide enough "proof" for someone to decide whether they deserve the AE, students also have to spend additional time undergoing the process of requesting an AE notation.

If there were less barriers and if this notation was given to anyone who requested it, it could be a viable alternative to Pass/Fail grading. However, we have a previously-established Pass/Fail grading framework from Spring 2020, so it may ease administrative load to re-establish that system instead of working on a new one.

## Later semester start

The delayed start of the Spring 2021 semester does not adequately address the many issues outlined above, like students' mental health and how COVID-19 disproportionately impacts marginalized communities.

While some professors may have more time to prepare for their courses, 1 extra week does not guarantee *all* professors will optimize their courses for remote learning. Having a Pass/Fail option would be more equitable for all students to offset any effects of poor online course integration.

## Cheating

A Pass/Fail grading framework may disincentivize cheating for many students.

Students may feel pressured to cheat in online learning environments because of the need to maintain a CGPA. With the Pass/Fail option, students' CGPA would not be in danger since opting for a Pass grade will not affect CGPA. **This would ease stress on students and disincentivize cheating** since their CGPA is no longer in danger of being lowered due to a bad semester.

Since CGPA is tied into everything from scholarships, bursaries, and more, a Pass/Fail helps devalue a course's grade and, as such, will reduce the desire to cheat.

If a student is caught cheating, they will be penalized for it. Pass/Fail does not have such adverse consequences, which further disincentivizes cheating. Since cheating has been shown to greatly impact curved classes, leading to honest students getting a lower grade, having Pass/Fail grading would ensure honest students are not punished.

## Curved classes

Concerns about how curved classes will be affected by the Pass/Fail grading framework can be addressed the same way they were in Spring 2020—a Pass/Fail grade can be applied after the class grades have been curved.

# Meaningful consultation

89.3% of SFU undergraduate students believe that SFU should consult more with students before making big decisions on topics such as grading options and instructor requirements<sup>35</sup>. Additionally, over 5,600 students have signed a petition to bring back the Pass/Fail system<sup>36</sup>.

All of this shows the importance of listening to students' input. Many students have been calling for a Pass/Fail grading framework, and must be meaningfully consulted.

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<sup>35</sup> <https://sfss.ca/wp-content/uploads/2020/05/COVID-19-Survey-Report-4-1.pdf>

<sup>36</sup> <https://www.change.org/p/simon-fraser-university-please-bring-back-the-pass-fail-system/>

## **Post Graduate Work Permit**

### **Letter to Members of Parliament and Immigration Minister:**

As some of you might know, many former international students are in danger of getting deported from Canada because of the issues related to Post Graduate Work Permit (PGWP). As you know PGWP is a one-time and not renewable work permit granted to international students after their graduation. While there have always been lots of problems associated with PGWP that caused many challenges for IS, COVID-19 has deepened these challenges and turned them into a crisis. Thousands of former international students have not been able to find jobs due to COVID-19 jobs losses to fulfill the requirements for their PR applications and now they face deportation if the policy won't change. You can find more information about the crisis and about the actions Migrant Students United is taking to seek policy change and support for migrant workers and students. (more information on Facebook, Twitter and Instagram!)

In collaboration with the GSS and Migrant Students United, we have drafted a letter to be referenced to local Members of Parliaments to ask them to amplify our voice and urge the Immigration Minister to take necessary actions in this regard. We have reached out to 54 student societies and unions in BC and asked them to sign the letter.

### **Letter:**

Please find the complete letter [here](#).

### **Recommendation:**

I would recommend board to support the former international students and sign the letter.

### **Motion:**

Be it resolved that the SFSS Board of Directors sign the Post Graduate Work Permit letter stated to MP's and Immigration Minister of Canada.



# SFU Esports Lounge

## memoryexpress 15 PC proposal

This proposal is designed to help SFU Esports Association accelerate the process towards obtaining an esports lounge at SFU Burnaby campus. We understand the financial strain that SFSS must justify to make the esports lounge a reality. To assist in this process we have put together a simple \$0 leasing program with no hidden fees.

In exchange for an exclusive title sponsorship with SFU Esports and their upcoming esports lounge we would like to contribute 15 fully equipped PCs with accompanying peripherals and monitors. The duration of the agreement will begin once the lounge is open to the public and will end in 24 months. All hardware will be returned to **memoryexpress** upon completion. SFU Esports will be liable for any missing or damaged hardware throughout the duration of the lease.

## 15 PC Kit \$33,000 retail value

### PC Specifications

#### CPU



**Intel i5 9400F**  
2.9GHz 6 cores/threads

#### RAM



**Corsair Vengeance RAM**  
16GB DDR4 2666MHz

#### GPU



**MSI Ventus GTX 1660 Ti**  
6GB Overclocked

#### Storage



**Intel 660p M.2 SSD**  
512GB

#### Internet



**Onboard ethernet only**  
Gigabit hardwired connection

### Monitor & Peripherals

#### Monitor



**MSI Optix G24C**  
23.6" 144hz curved monitor

#### Keyboard



**Corsair Strafe RGB MK. 2**  
Mechanical Keyboard

#### Mouse



**Corsair M65 Gaming Mouse**  
RGB with tuning weights

#### Headset



**Corsair HS60**  
Wired gaming headset





"Ethelo offered a different opportunity in terms of allowing a conversation to happen online. We can see the general consensus as it's forming and participants have more opportunities to see different perspectives."

*Town of Okotoks*

October 23rd, 2020

**Dear Corbett & Pariya**

Participatory Budget Engagement  
- optional Ethelo License for additional projects -

Lovely chatting with you both yesterday. I enjoyed learning about your participatory budget project and appreciate your interest in Ethelo helping you achieve your goals.

Our platform can be linked inside your [SFSS website](#) or anywhere else. Our servers and data are secured and hosted in Canada.

Ethelo is used best for those community engagement and collective decision-making processes where deliberation and consensus are important - such as this.

**I recommend a budget of \$3,950 (for just the Participatory Budget Engagement) or \$7,950 for an unlimited annual license. Both will include everything you'd need for an amazing engagement(s):**

1. Configuration/set-up
2. Launch/hosting
3. Collective analysis
4. Advanced analytics & custom reporting for Participatory Budgeting

**The Unlimited License would also include:**

5. Unlimited use of the platform for any other engagement within the next 12 months
6. 3 hr training of the platform for future uses
7. Backend reporting & data downloads

Ethelo's end goal is to educate the student body and get them democratically involved in the partial allocation of their student fees; to identify the most strongly supported set of applications/projects to fund; and to provide statistical evidence to support your decisions. We are excited to provide a process that reinforces trust, transparency, and alignment with your university.

Unique features of our platform includes:

- Journey experience
- Auto-balance tools
- Social commenting to increase trust and transparency
- Real-time results to increase objectivity and a sense of influence
- Collective/Group scenario analysis

Ethelo services can strengthen your process(es) in the following ways:

1. Online Engagements (Deliberation, Decision and Consensus Making)
2. Collective/Group Analysis
3. Advanced Analytics, Custom Reporting, Data Download

## 1. Online Engagements (Deliberation, Decision and Consensus Making)

Each Ethelo consultation is customizable with information based on your key messaging, proposed designs or policies, links, images/maps, videos and key objectives. The platform will allow students to offer feedback on the proposals, provide new ideas and discuss pros and cons on the key issues and initiatives.

Consultation processes are usually live for 2-4 weeks. Participants will be invited through your communication means (website, social media posts, press releases, etc). You can also upload email lists into the platform and invite participants directly which is generally recommended for closed/gated engagements (ie. council, faculty, key stakeholders, etc).

Participants will engage by reading about the various initiatives or programs, voting on options, and adding comments/feedback. You can also include surveys inside an engagement. The platform provides real-time feedback and it will rank all the possible scenarios based on public support.

With an unlimited engagement license, you will have access to a variety of engagement styles and as many participants per engagement as you want.

Here are a few examples which may suit the SFSS's many project goals.

A longer list of examples are found here: <https://ethelo.com/solutions>

### Consultation Style Examples:

- **Participatory Budgeting: As discussed for this project**

In this example the Ethelo platform facilitated a participatory budgeting and streamlined citizen-bases crowdsourcing for resource allocation. The engagement allowed residents to spend \$1m on a shortlisted set of initiatives and finds consensus.

*This approach is best used when there is a fixed sum of community money (benefit) from the development and finding consensus and alignment are important.*

Project Link: [Participatory Budgeting](#)

[8min Walk Through Video here](#)

- **Shortlisting: Setting Policy/Governance**

Policymakers used the Ethelo platform to give residents the opportunity to be included in policy formation by commenting and expressing their level of support on a variety of policy options under five themes. Ethelo shortlisted the resident's responses into a personal Top 10 list. Ethelo then ranked all possible Top 10 scenarios in terms of collective support giving the newly formed government a clear picture of their constituents' collective priorities.

*This approach is ideal when you have a shortlist of options which you'd like residents to further narrow down and rank.*

Project Link: [South Surrey-Whiterock Top 10](#)

[7min walk through video here](#)



- **Municipal Budgeting: Departmental Budgeting**

Our popular budget engagement module allows residents to vote and comment on your key department budgets, getting valuable feedback as well as building trust and transparency between a council, staff, and their residents. Residents become educated as they make trade-offs required within a fixed budget. The platform analyzes participant feedback in real-time and determines outcomes that have the greatest level of buy-in and consensus.

*This engagement is ideal to educate residents, get key insights, and can be used to justify key decisions such as increasing taxes or budget cuts.*

Project Link: [Citizen Budget](#)  
[8min walk through video here](#)

- **Multi-Criteria Evaluation: Granting**

To increase objectivity, voting can be broken down from a single line item into several predetermined criteria. In this example, each application is graded on its merits under 5 criteria. The platform's flexibility allows participants to weigh the relative importance of both the issues and the criteria against one another. The platform automatically ranks all possible granting scenarios from most broadly public supported, always respecting the maximum funds available.

Project Link: [Foundation Granting](#)  
[8min Walk Through Video here](#)

- **Multi-Constraint Design: Community or Aquatic Center (Capital Projects)**

Here is an example of Ethelo being used for a park design process. Participants vote on their level of support on a variety of potential features to build their ideal park. Both financial and size constraints keep their design within budget and space limitations. The platform ranks all possible park designs in order of public support.

*This approach is most commonly used for capital projects or other situations where known limitations are known and design scenarios are encouraged.*

Project Link: [Park Design](#) or [Community Center Design](#)  
[8min Walk Through video here](#)

- **Ideation: Gathering Ideas**

For these engagements, you would be assembling the results from any background surveys or focus groups which have been conducted to date, and present them a customized Ethelo environment that will allow further discussion and elaboration. Participants will be able to offer feedback, provide new ideas and discuss pros and cons on the key issues and initiatives. Here is an example of Ethelo for a community decision making process for the airports in New Zealand. Residents gave feedback under a variety of main topics, straw polling was also included.

*These engagements are used when the goal is to capture any additional ideas or points of view, and to align residents behind the project process.*

Project Link : <https://airport.ethelo.net>

- **Approval Scoring:**

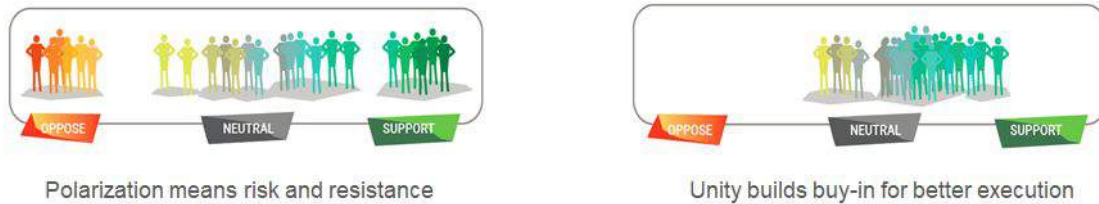
A step deeper than surveys, these simplified engagements allow for surveys, straw polling, qualitative feedback, as well as real-time analysis on the approval of various designs or policies. *These are useful when you only require approval (ie. majority) or to gauge the public's temperature on issues and where scenario analysis is not needed.*

Project link: [Carrington 10 Year Greenspace Plan](#) or [Okotoks 2080 Vision](#)

## 2. Collective/Group Analysis

All of our engagements include advanced analysis of collective results. Ethelo is designed to find decision outcomes that will have broad consensus and support. It does this by examining the distribution of support among participants for each potential outcome. In a complex decision, there can be millions of potential outcomes.

Ethelo is designed around the maxim “the greatest happiness for the greatest number.” In particular, it avoids outcomes that will create winners and losers. For example, Ethelo would select the support distribution on the right over the one on the left:



Everyone in the engagement can see the group results in real-time as they are being generated. This helps create confidence that things are being conducted objectively, transparently, and fairly.

## 3. Advanced Analytics, Custom Reporting, Data Download

In the administrator-only section of each Ethelo project, you can select from a wide variety of reporting and analysis options. You are also able to download the raw data generated by the engagement for further analysis (eg. with Tableau) via CSV. Ethelo can also build custom reports on request which can be available 1 week after the engagement closes to the public (custom reporting is included in the Participatory Budget engagement).

## Engagement Options

This proposal is valid until November 15th, 2020

### Terms

The following links provide details of the standard Ethelo platform policies:

[ethelo.com/terms-of-use](https://ethelo.com/terms-of-use)

[ethelo.com/usage-policy](https://ethelo.com/usage-policy)

[ethelo.com/privacy-policy](https://ethelo.com/privacy-policy)

**- pricing on next page -**

**Option 1) \$3,950: Participatory Budget - single project**

Stage	Cost
Configuration/Setup of Participatory Budgeting engagement	included
Collective/Group Analysis	included
Custom Reporting for Participatory Budgeting engagement	included
Advanced Analytics, Custom Reporting, Data Download - unlimited backend self-serve	included

**Option 2) \$7,950: Participatory Budget with Unlimited Annual License**

Stage	Cost
Configuration/Setup of Participatory Budgeting engagement	included
Custom Reporting for Participatory Budgeting engagement	included
Unlimited Online Engagements (Deliberation, Decision and Consensus Making)	included
Collective/Group Analysis for each engagement	included
Unlimited self-serve reporting & data download	included
Training (3 hours)	included
<b>Additional Services as needed</b>	
Engagement review, polish, application of best practices (2-3 hr touch up service)	\$250
Configuration support (per hour or priced on a per project basis)	\$200/hr

*Taxes not included. Includes 3 admin seats, additional seats at \$500/yr each*

I look forward to working with you.

Regards,  
Bradley Roulston

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