

2021-2022



simon fraser
student society

VICE-PRESIDENT UNIVERSITY AND ACADEMIC AFFAIRS EXIT REPORT

SERENA BAINS

Simon Fraser Student Society



EXECUTIVE SUMMARY

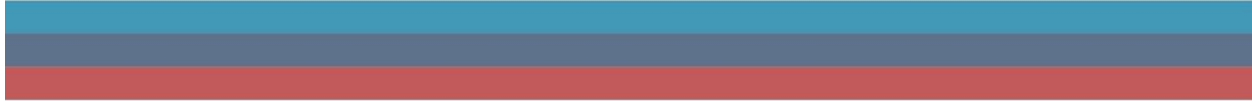
Hi there! My name is Serena Bains (they/she) and I am your Vice-President University and Academic Affairs (VP UAA) for the 2021-2022 year. Over the course of my term, I was able to continue carryover projects, start projects and complete projects. As Chair of both the University and Academic Affairs Committee (UAAC) and the Accessibility Committee (AC), the majority of my work fell within these two areas. At the same time, there were also projects that I worked on that did not necessarily fall under these portfolios, for example, the Protests in Columbia working group. I was also part of multiple hiring committees including the following: Accessibility Assistant Hiring Committee, Accessibility Coordinator Hiring Committee and Administrative Assistant Hiring Committees.

The 2021-2022 term was defined by COVID-19, whether it was the Access for All campaign, helping support the Accessible Course Practices campaign, helping students gain access to greater academic concessions and accommodations, removing the need for doctor's note, or reacting to the various waves of COVID-19 and their implications for the community.

I have written about the overall experience of the Summer 2021 and Fall 2021 semester in my previous work reports. The Spring 2022 semester was less unpredictable compared to the previous two semesters in the term. Although this was conducive to greater productivity, it was a direct result of both the provincial government and Simon Fraser University (SFU) deciding that COVID-19 was no longer a priority. This created greater work for the Simon Fraser Student Society (SFSS) as we were forced to ensure that members' safety during the pandemic was advocated for. Thus, the priorities for the term were continuing to support students through the pandemic and completing any incomplete projects.

The rush to complete these incomplete tasks and projects was the main stressor for the Spring 2022 semester, where projects being delayed for emergencies and procrastination are the pain points for the term as a whole.

My recommendations for my successors include: starting semester and exit reports as soon as possible, completing work reports everyday and gradual discipline.



Lastly, I would like to thank everyone who has helped me accomplish my goals throughout the term. The SFSS is a collaborative effort and I could not have done this work without my fellow Executives, Associate Vice-Presidents, Council members, SFSS staff, student groups, SFSS membership, and community members. Thank you to the SFSS membership for electing me into this position, it has been a privilege to work on and advocate for the needs of students.



COMPLETED PROJECTS

University and Academic Affairs

Community Engagement on Personal Safety Steering Committee

Summary

The Community Engagement on Personal Safety Steering Committee was originally created as a response to the Dining Hall incident, where a Black alumna was violently arrested on campus. The purpose of the committee was to provide policy recommendations to improve how SFU's campus public safety operates. This purpose was quickly changed without consultation of committee members, where the new goal for the committee was providing recommendations on how to consult the community on policy recommendations in the Fall. The last meeting of the committee occurred on Tuesday October 5th 2021 and the final recommendations were reviewed by the committee before they were presented to the SFU Executive. A "What We Heard" report was also produced by the facilitators of the committee. The report and recommendations were both largely inadequate as they did not accurately reflect the dissatisfaction of the members, the constantly changing scope of the committee, nor did it mention that the committee was created due to a violent and triggering arrest on campus.

Goal

- Continue to provide feedback on SFU campus public safety as consultation with community members occurs.

Results

- Inadequate recommendations and "What We Heard" report presented to the SFU Executive.
- Forced to find other avenues for advocacy efforts to improve policies around SFU campus public safety



Onboarding Associate Vice-Presidents

Summary

The [SFSS Council policies](#) adopted on April 23rd 2021 established R-17: Associate Vice-Presidents, which allows Vice-Presidents to appoint Associate Vice-Presidents to assist in the duties of their respective Executive Office. Where the duties and obligations of Associate Vice-Presidents are as follows: assist their supervising Vice-President in the execution of programs and policies of Council as they pertain to that Vice-President's portfolio, at the request of their supervising Vice-President attend meetings as necessary, provide recommendations and advice on policy options, and have other powers and duties as assigned by their supervising Vice-President. This resulted in the 2021-2022 Executive Committee to be the first Executive Officers to have Associate Vice-Presidents to aid with their duties.

Goals

- Appoint a minimum of one Associate Vice-President University and Academic Affairs to aid with the University and Academic Affairs portfolio.
- Sufficiently train appointed Associate Vice-President(s) so they can adequately fulfill their role.
- Provide multiple projects to Associate Vice-President(s) over the course of the 2021-2022 year.

Results

- Priyanka Dhesa was appointed as the first Associate Vice-President University and Academic Affairs at the May 7th 2021 Executive Committee meeting.
- Hanah Bazzi was appointed as the second Associate Vice-President University and Academic Affairs at the June 8th 2021 Executive Committee meeting.
- Both Associate Vice-Presidents have chosen and worked on their respective projects.



Accessibility

Accessibility Assistant Hiring Committee

Summary

Earlier in the 2021-2022 term, Brianna Price was hired as the Accessibility Coordinator, which vacated her previous position of Accessibility Assistant. Brianna has done an exemplary job in her new position of Accessibility Coordinator, however, it became apparent that the amount of labour she was responsible for was unsustainable. Thus, we updated the Accessibility Assistant job description, consulted with the SFU Disability and Neurodiversity Alliance (DNA), formed a hiring committee, and went through the hiring process to find a suitable candidate.

Goals

- To fill the vacant position of Accessibility Assistant.
- To provide Brianna help to lessen her burden of work.
- To expand the Accessibility Department so the SFU DNA has adequate resources and support.

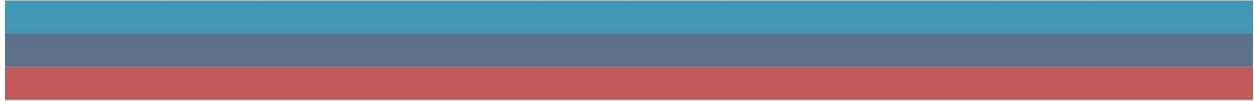
Result

- Veronique West was hired and onboarded as the Accessibility Assistant.

Accessibility Consultation Program

Summary

The Accessibility Consultation Program's purpose is to help develop a knowledge base for the accessibility department that is based on lived experience and the testimony of people with a variety of disabilities. The program provides an honorarium of \$322 per person for their labour. Consultations would cover multiple subjects and can look different depending on the needs of the person being consulted, where consultation may seek to gain knowledge from people with specific disabilities, people who use specific accommodations, people with needs that are especially underserved by abled



society, and people with particular intersecting identities. The program has now been approved and is ready for use.

Goals

- Developing a knowledge base for the accessibility department that is based on lived experience.
- To fairly compensate folks for their labour, time and knowledge.

Result

- A ready-to-use consultation program that fairly compensates disabled people.

Accessibility Forms

Summary

Many of the forms required to access the Accessibility Fund or to make spaces more accessible were inaccessible in of themselves. The Accessibility Vendor List, Accessible In-Person Events Checklist, Accessible Online Events Checklist, SFSS Accessibility Grant Appeal Form, SFSS Accessibility Grant Application, SFSS Accessibility Grant Evaluation Criteria, SFSS Accessibility Grant Guidelines, and the SFSS Accessibility Grant Post Event Report have all undergone remediation and plan language services to make them accessible. These changes cost a total of \$9,922.37, which was paid for through the Accessibility Fund.

Goal

- To ensure the accessibility of accessibility related forms.

Result

- The aforementioned forms are now all accessible to anyone who uses them.



Accessibility Standard Policy

Summary

The Accessibility Standard Policy is aimed at ensuring any accessibility-related items at the SFSS are standardized and to provide guidelines and resources to improve accessibility. The policy has been passed and there is a coming-into-force date of one year to allow for changes and to update the appendices of the policy. The appendices and definition are now complete.

Goals

- Provide a standard for any accessibility-related items.
- Provide guidelines and resources to improve the SFSS' accessibility.

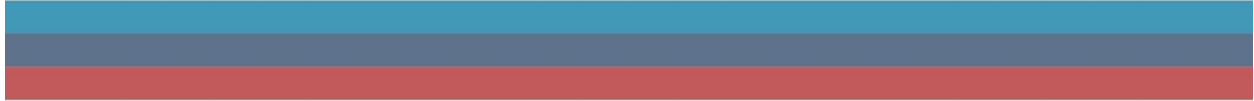
Result

- Standard policy, guidelines and resources that have created the foundation for the SFSS to continue to improve on its accessibility.

Psychoeducational Assessment Policies

Summary

Psychoeducational assessments involve psychological testing to analyze a person's mental processes that underlie their educational performance. A psychoeducational assessment can help students in need identify areas of strength and weakness in their learning profile and obtain a deeper understanding of their educational abilities, as well as assisting with any academic accommodations they may wish to request through SFU's Centre for Accessible Learning. Psychoeducational assessments may cover learning assessments for Specific Learning Disorders, and assessments for other conditions such as ADHD. Psychoeducational assessments are very expensive and at times can exceed \$3,000, which is why it is important to ensure that psychoeducational assessments are covered under StudentCare. Now, psychoeducational assessments are covered up to 80% by StudentCare, however, it does dip into the \$500 psychology benefit first. These assessments do not require a referral. Once there has been



sufficient use of the new coverage of the assessments a survey will be conducted to determine the effectiveness of the pilot project.

Goals

- To make psychoeducational assessments affordable to all students.
- To allow students to access the assessments they need to access the Centre for Accessible Learning's services.

Result

- Psychoeducational assessments are covered up to 80% by StudentCare.

Student Union Building (SUB) Space for Immunocompromised Students

Summary

As the SUB re-opened at the end of the fifth-wave of COVID-19 it was necessary to designate space for immunocompromised students and students with immunocompromised kin to study safely. Two study rooms were designated for these students, one at single occupancy and one with double occupancy. The rooms also have air purifiers, plexiglass, personal protective equipment, and a form that tracks how often the room has been cleaned. Both rooms are bookable through the Accessibility Coordinator Brianna Price. This initiative was created in collaboration with the SFU DNA and is advertised through word of mouth to ensure non-Disabled students do not book the space.

Goal

- To provide a safe space for students who are immunocompromised or who have immunocompromised kin to study amidst COVID-19.

Result

- Two rooms in the SUB are available to book for immunocompromised students and students with immunocompromised kin.



Miscellaneous

Protests in Colombia


Summary

Since April 28th 2021, a series of protests have occurred in Colombia. These protests are in response to a tax bill proposed by the government of President Iván Duque Márquez. The tax reform would apply a value-added tax (VAT) on food, utilities, wages, pensions, and other basic necessities, which would disproportionately impact the working class.

Although the tax bill sparked the protests, outrage had been building for years. The killing of social and environmental leaders, corruption, lack of support for a peace treaty, economic policies that favoured the rich and punished the poor, mass displacement of people from their homes, a ban on forced coca eradication, privatization of health care, earlier tax increases, and a lack of support from the government during the pandemic.

Unions, university students, teachers, Afro-Colombian and Indigenous groups, and members of the working class have been at the forefront of these protests. Where their demands have included the withdrawal of the tax bill, free post-secondary education, an increase in the universal basic income, the government to pay longstanding debts to the most vulnerable in society, such as Indigenous and Afro Latino people, additional support for small businesses, a ban on using glyphosate-based herbicides, that police be held accountable for excessive violence used during the ongoing demonstrations, the withdrawal of a proposal to further privatise the country's healthcare system, the demilitarization of the protest, and for negotiations with the protest leaders to begin.

The demand to withdraw the tax bill has been successful and university students who are in the poorest classes have been provided a semester of free tuition. The wins have come at the cost of approximately 50 deaths at the hands of police and the injury of hundreds and the disappearances of hundreds as well.



On June 2nd 2021 the SFSS Council carried a motion titled “Protests in Colombia,” which struck a Colombian Solidarity Working Group tasked with drafting a statement on the ongoing protests in Colombia. This statement was completed on July 11th 2021, where it was addressed to the federal government of Canada and the provincial government of British Columbia. The statement had three main calls to action: that the federal government put emphasis on the calls to action of the Colombian people, that the federal government also put pressure on Colombia to investigate the death of protestors and allow international observers and that the provincial government acknowledges our concerns and helps put pressure on the federal government to meet our demands. The statement has been sent out to the appropriate federal and provincial officials.

Goals

- To bring awareness to the dire situation in Colombia and the demands of the Colombian protests.
- To demand that the federal and provincial governments support the people of Colombia.
- To stand in solidarity with the people of Colombia in their protest against the Colombian government.

Results

- Greater awareness of the protests in Colombia.
- Completed a statement in solidarity with the people of Colombia, which was sent to the federal and provincial governments.



ONGOING PROJECTS

University and Academic Affairs

Access for All

Summary

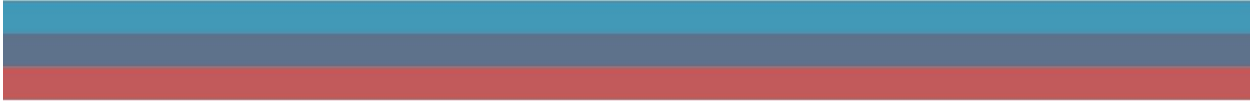
Access for All is a campaign originally created and spearheaded by the University of Victoria (UVIC) Society for Students with a Disability (SDD) in response to the release of the [COVID-19 Return-to-Campus Primer](#) published on April 30th 2021. The Primer claimed to be informed by a “commitment to protecting the health, safety, and well-being of the campus community...” yet the plan outlined disproportionately impacted disabled, neurodivergent, international, women, mature, and Black, Indigenous, and people of colour (BIPOC) students. On May 11th 2021 I introduced this campaign to the SFSS to begin to create a province-wide approach as the Primer was created in collaboration with all post-secondary institutions in British Columbia. The campaign outlined the impacts the proposed return-to-campus plans would have on our community members, while outlining possible avenues of pressure. An Access for All Working Group was created through Council, where the working group drafted and sent letters to the province and Simon Fraser University (SFU) administrators. The letters outlined multiple demands, most of which were met, while some have not been met yet.

Goals

- To have a campaign where we could advocate for a safe, equitable and accessible return-to-campus.
- To write letters outlining our demands to the university and province and pressure them to meet our demands.

Next Steps

- Determine the next iteration of the Access for All campaign as some demands are still not met.

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- Continue to support the Accessible Course Practices campaign that is led by non-Executive Councillors Kashish Mehta and Ben Tischler.

Enrollment Appeals Committee

Summary

The Enrollment Appeals Committee (EAC) considers appeals for refunds of tuition fees and tuition penalties for classes dropped due to extenuating circumstances beyond a student's control, where financial hardship does not qualify. The only student member of this committee is the Vice-President University and Academic Affairs, so it is incredibly important to advocate for students in this committee. Students receive a 0%, 25%, 50%, 75%, or 100% refund depending on the decision of the committee.

Goal

- To advocate for students to receive the refund(s) they deserve.

Next Step

- Continue to attend EAC meetings.

External and Community Affairs, University and Academic Affairs and Staff Check-Ins

Summary

The External and Community Affairs (ECA), University and Academic Affairs (UAA) and staff check-ins are bi-weekly meetings where we discuss our advocacy and lobbying efforts. ECA and UAA work is often collaborative and heavily supported by SFSS staff, so it is important to check-in with each other and ensure we are on the same page. We also discuss any campaigns we are working on and any support we need at the time.

Goal

- To stay on the same page and collaborate effectively between ECA, UAA and staff.



Next Step

- Continue attending ECA, UAA and staff check-ins.

Grading Scheme

Summary

During the Summer semester, two SFU students created and shared a petition titled “Adjustments to SFU’s Transcript and Grading System.” After meeting with the students in question, we took this item to the Senate Committee on Undergraduate Studies (SCUS), where the topic was researched by the registrar and the resulting findings were presented to the committee. The findings included the following: the potential disadvantage for SFU students when applying for graduate school compared to students from other institutions that use percentage grades and nonuniformity across post-secondary institutions rather than a standardized grading practice. SCUS agreed that an overhaul of the grading system is not the answer, but a more detailed review of when grades are applied, investigating the principles and practices of SFU grading and greater transparency and consistency in grading practices. Over the next year work will begin on redesigning the grading scale along with defining what is an average student.

Goals

- Add percentages to SFU’s grading transcripts.
- Greater transparency and consistency in grading practices.

Next Steps

- Follow up on this item at future SCUS meetings for updates on what work has been done.
- If the work being done requires Senate approval, push for this item to be brought to the Senate as a formal motion.



Open Educational Resources

Summary

Open educational resources (OER) refers to openly licensed and freely available textbooks, readings, multi-media files, software, games, assessment tools, and even entire courses. OER are listed under the public domain free from copyright restrictions and can be shared, remixed, and used for commercial and non-commercial purposes. OER greatly reduces the cost of course materials for students and thus helps eliminate barriers to education by moving from expensive commercial textbooks to freely available materials. This semester the SFSS Council approved [Issues Policy-10: Course Materials](#) which outlines that the SFSS supports OER and opposed expensive textbooks and digital tools, among other things. It is important to continue this work, as we now have the foundation for advocating for greater OER in the future.

Goals

- Remove barriers to education by making course materials more affordable and accessible.
- Create a basis through which further advocacy for OER can occur.


Next Steps

- Continue working with the library's OER working group to learn more about OER initiatives and ways OER can be further implemented at SFU.
- Bring further OER initiatives to Council to further decrease the cost of course materials at SFU.
- Support the OER working group formalization under the SFU Senate structure
- Ensure the OER working group under the SFU Senate has real power, appropriate representation from students and includes the full scope of OER

Student Affordability Working Group

Summary

The Student Affordability Working Group (SAWG) is a group that reports directly to the Joint Operations Group (JOG). The purpose of SAWG is for the Simon Fraser Student



Society (SFSS), the Graduate Student Society (GSS) and SFU to work together on reducing non-tuition costs associated with post-secondary education. In the past the group has worked on initiatives, such as, open educational resources (OER), food security, student housing, financial predictability, etc. Most recently, a student affordability audit has been completed and the terms of reference for the group are being revised.

Goal

- Improve student affordability for all direct and indirect costs associated with attending post-secondary education outside of tuition costs.

Next Step

- Continue attending the SAWG and advocating for greater affordability.

Surrey Campus Meetings with Dina

Summary

The Surrey campus meetings with Dina Shafey - Director, Student Services, Surrey Campus, the SFSS President and SFSS Vice-President University and Academic Affairs happen monthly, where we discuss any items to do with the Surrey campus.

Goal

- To advocate for Surrey students' needs and to keep up to date with what is happening on the Surrey campus.

Next Step

- Continue attending meetings with Dina.



Tuition Waiver for Indigenous Residential School Survivors and Kin

Summary

Led by Vice-President External and Community Affairs Matthew Provost, tuition waivers for Indigenous residential school survivors and kin would allow folks to attend SFU tuition-free. We had preliminary discussions with SFU Administration and they stated that they would like to avoid policing who is Indigenous and who is not, therefore, if they were to implement such a program they would prefer making it available to all Indigenous students. SFU Administration are currently exploring and researching the possibility of providing this to Indigenous students. It is important to recognize that the incoming Executive Committee does not have any Indigenous members. Thus, it will be of utmost importance to collaborate with the SFU First Nations, Métis and Inuit Student Association (FNMISA) and Indigenous community members.

Goal

- To reduce financial barriers to education for Indigenous students.

Next Steps

- Follow up with the SFU Administration about the status of this project.
- Meet with FNMISA to discuss this project.

Undergraduate Survey

Summary

A SFSS undergraduate survey is done annually to determine the composition of the student population, their needs, any areas where the SFSS could improve, and where greater advocacy is needed. Associate Vice-President Priyanka Dhesa has worked to create an undergraduate survey for the 2021-2022 year. The survey is complete and is awaiting release. The release date of the survey has been postponed due to other surveys being prioritized, an example is the COVID-19 survey, which was recently distributed to membership.



Goals

- To gain data regarding the composition of the student population, their needs, any areas where the SFSS could improve, and where greater advocacy is needed.
- Create and release a report regarding what the priorities of the SFSS should be for the next year based on the data from the survey.

Next Steps

- Set a new release date for the survey.
- Analyze survey data, create and release a report.
- Recommend SFSS priorities based on the results of the report.

Withdrawal Under Extenuating Circumstances

Summary

Withdrawal under extenuating circumstances (WE) is an academic concession, where students experiencing [“unexpected and uncontrollable events that seriously threaten \[the student’s\] academic obligations; \[and\] make it difficult to complete an academic program”](#) can withdraw from courses with a WE on their transcript. Currently, the grounds for such a request are medical, employment, compassionate and other. The process for applying for a WE is inaccessible and requires a great deal of documentation. WE’s are currently undergoing a full review by SFU and as a result there is an opportunity to advocate for changes to the process to be implemented. To gain further information about students’ experience with WE’s a survey has been created which is currently awaiting release. This information can in turn be used to advocate for changes to the process to be made.

Goals

- A more accessible process for WE’s.
- Clearer direction on how to apply for and what situations are considered extenuating circumstances.



Next Steps

- Set a release date for the WE survey.
- Analyze the results of the survey and create a report.
- Provide the report to SFU administrators and advocate for the changes that students need.

Accessibility

Accessibility Bursary

Summary

The accessibility bursary is a project that was started during the 2020-2021 year under the AC as a way to make greater use of the Accessibility Fund. The Accessibility Fund is greatly underutilized and an accessibility bursary would provide an incredibly valuable service for self-identified disabled students. The bursary could be used to cover any costs associated with one's access needs. For example, hearing aids, therapies, mobility aids, ramps, etc. The bursary is currently awaiting feedback and approval from lawyers and can be implemented immediately thereafter with the approval of the AC.

Goals

- To make greater use of the Accessibility Fund.
- To remove financial barriers for disabled students so they can better have their accessibility needs met.

Next Steps

- Receive feedback and approval from lawyers.
- If approval is not received from lawyers, consider providing the bursary in increments of \$500 or less so there are no tax implications.
- Create a policy that outlines how the bursary will be distributed.
- Create an application process that prioritizes applicants who self-identify as disabled and who have any other intersections of identity.
- Receive approval from the AC.



Accessible and Equitable Events Issues Policy

Summary

The Accessible and Equitable Events Issues Policy would provide a basis in policy for the SFSS to ensure their events are both accessible and equitable. In addition, the policy would also provide resources for folks to understand how to plan events that are safe for all attendees. The policy outlines the purpose for the policy itself, definitions for terms, such as, ableism, accessibility, barriers, etc., and what the SFSS supports and opposes. The policy is currently being developed with the help of VP Events and Student Affairs Jess Dela Cruz and Accessibility Coordinator Brianna Price. Once the policy is completed, it will be provided to the SFU Disability and Neurodiversity Alliance (DNA) for feedback, the AC for feedback and approval and Council for the notice of motion and final approval.

Goal

- To ensure any events held by the SFSS are safe, accessible and equitable.

Next Steps

- Receive final approval at the next Council meeting.

Centre for Accessible Learning

Summary

A campaign regarding improving the Centre for Accessible Learning (CAL) is much needed and is currently in the ideation stage. Students have many complaints about how CAL operates, their limitations and how ableist a service that claims to help students with disabilities is. Associate Vice-President Hanah Bazzi is currently gathering feedback from students with disabilities to determine what the basis of the campaign should be.

Goals

- To improve the services of the CAL for students with disabilities.



Next Steps

- Further consultation with students with disabilities.
- Write a briefing note to present to the SFSS Executive Committee and Council.

Medication in the DNA Resource Centre

Summary

Accessibility Coordinator Brianna Price brought up the topic of having medication in the DNA Resource Centre at the Accessibility Committee. We agreed as a committee that it would be a good resource to provide students with common medications for pain, cold, flu, etc. There are some limitations as there are issues with potentially providing minors medications and keeping medications on site. We discussed the possibility of collaborating with the convenience store in the building to provide vouchers for students who need medication.

Goal

- To make common medications accessible to students.

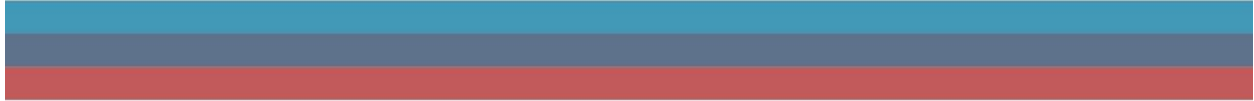
Next Steps

- Work with Brianna and the convenience store in the SUB to discuss the possibility of providing students with vouchers for medications.
- Determine if it is possible to have medications available to students in the DNA Resource Centre.

Plan Institute

Summary

Plan Institute reached out to the Accessibility Department regarding a potential partnership with the SFSS. They presented to the Accessibility Committee to discuss what a partnership could look like. This included: sharing of disability planning related resources and information sharing sessions for students. The committee decided that we should consult with SFU DNA and take their lead on whether to pursue this



partnership. It was also noted that we should not provide students with false hope regarding applying for disability related programs, but we also should not dissuade students from applying either.

Goal

- To decide whether a partnership with the Plan Institute would be beneficial for Disabled students.

Next Steps

- Reach out to the SFU DNA to see if they have come to a decision about whether to agree to a partnership with Plan Institute.
- Depending on the decision made by SFU DNA, either pursue the partnership with Plan Institute or find other ways to provide these resources to Disabled students.

Steps Forward

Summary

Steps Forward provides inclusion support for students with developmental disabilities to access post-secondary education and they currently have a partnership with SFU and have worked with the SFSS. They brought forward the accessibility need for a student of an adult changing table in the SUB. The cost from SFU amounted to approximately \$100,000 including contingency. The Accessibility Committee determined that solely using the Accessibility Fund for this cost would be irresponsible and this cost should be split between two or more line items. Steps Forward also brought forward the possibility of working on scholarships and internships for students with developmental disabilities.

Goals

- To meet the access need of the student who needs an adult changing table in the SUB.
- To work on scholarships and internships for students with developmental disabilities.



Next steps

- Discuss with the Finance Department and Vice-President Finance and Services what other line item(s) can be for this item.
- Bring the motion with the line items to the Accessibility Committee for approval.
- Meet with Steps Forward to discuss opportunities for providing students with developmental disabilities internships and scholarships.

Student Union Building (SUB) Accessibility Audit

Summary

The SUB accessibility audit was conducted to determine any possible areas of concerns in terms of accessibility. The audit was conducted by Level Playing Field, who reported that the majority of the building is accessible, however, there are areas of concern. The emergency services, kitchenettes and bathrooms all require changes to meet accessibility standards. Many of the doors within the SUB also require automation as they are heavy and difficult to open. The results of the audit have been discussed at the AC and further action needs to be taken to implement the recommendations outlined in the report.

Goal

- To implement the changes recommended in the report to make the SUB more accessible.

Next Steps

- Speak with the Building Coordinators and Building Assistants to determine which of the recommendations the SFSS can implement.
- Speak with SFU Facilities Services about implementing the recommendations that the SFSS cannot implement on their own.



Miscellaneous

Joint Operations Group (JOG)

Summary

JOG is a monthly meeting between representatives from the SFU administration, the SFSS and the GSS. It is the main method of communication between the student societies and SFU administration, where we lobby for changes on topics that affect the university community. Examples of topics discussed include: enrollment activity, return to campus, flu shot clinics, vaccine clinics, etc.

Goal

- To effectively lobby the university to better represent the needs of students.

Next Step

- Await the response of SFU Administration in terms of addressing our concerns.

Poster Boards

Summary

Currently there is an informal agreement between the SFSS and SFU regarding which poster boards the SFSS can use. This informal agreement was completed over email in October of 2016. A formal agreement was never created. Recently, I received an email from SFU regarding the poster boards requesting that they be cleaned. This task is currently not under the purview of any of our staff, nor does the informal agreement outline whether the SFSS or SFU Facilities Services would be responsible for this task. A formal agreement needs to be created to determine who is responsible for this task, among defining other details associated with the poster boards as well.



Goal

- To create a formal agreement between the SFSS and SFU regarding the poster boards.

Next Steps

- Reach out to SFU administrators regarding this topic.
- Reach out to SFU Facilities Services to understand their point of view.

SFU Community Free Fridge

Summary

The SFU Community Free Fridge is a safe, low-barrier and non-judgemental way for students, staff and faculty to support each other to reduce waste and to ensure everyone in our community can feed themselves and their families. The fridge operates on the principle of “take something, leave something,” where no registration is required. The fridge is stocked with food twice a week to ensure there is enough food for the community at all times. The fridge is currently located in the SUB and is open during the hours of operation of the SUB. The sponsors of the fridge include: Embark, SFSS, the Burnaby Primary Care Network, Food Mesh, Burnaby Neighbourhood House, SFU Ancillary Services, and SFU’s Office of Community Engagement. Although the fridge is fully operational, this is an ongoing project to ensure that the project is meeting the needs of the community.

Goal

- To provide a low-barrier service for community members experiencing food insecurity.

Next Step

- Ensure that the service continues to effectively meet the needs of the community.
- Have the fridge return to the SUB if it is agreeable with the partners of this project.



COVID-19 Safety Regroup

Summary

COVID-19 Safety Regroup meetings consist of SFSS Executives and staff, where we discuss any topic related to COVID-19, safety, staff, the SUB, etc. The frequency of the meetings differs depending on the amount of work that needs to be done. For example, while preparing for the COVID-19 Press Conference the group met on a daily basis.

Goal

- To ensure that the safety of community members is maintained amongst COVID-19.

Next Step

- Continue attending COVID-19 Safety Regroup meetings



PAIN POINTS

Delayed Projects

Throughout the term projects may be delayed for a variety of reasons. Whether it is an emergency that comes up that has to be addressed, a project is lost in follow-up, or awaiting a response from a collaborator, delays can force one to come back to the project at a later date. The problem is I did not realize the amount of projects I had sidelined until the Spring 2022 semester when I was trying to determine what I could complete before the end of the term. In addition, many Executive Officers also had a similar experience and requested support on their projects in efforts to complete them. This creates a situation where we are all rushedly working and stressed out to meet deadlines we could have met earlier in the term. Add exit reports, work reports, training, and preparing your physical and virtual workspaces for your successor, it is no wonder why the last month of the semester is so overwhelmingly busy.

Procrastination

While some project delays are out of our control, others are. There were many days where I thought I could work on a project or task at a later date because I was tired, wanted a break or was struggling with getting started. This led, once again, to unnecessary stress trying to finish a project and projects being carried over to the next term. Working on a project for even five minutes is better than nothing and it often leads to finding a flow in your work and less stress in the future.



RECOMMENDATIONS

Start Semester and Exit Reports Early

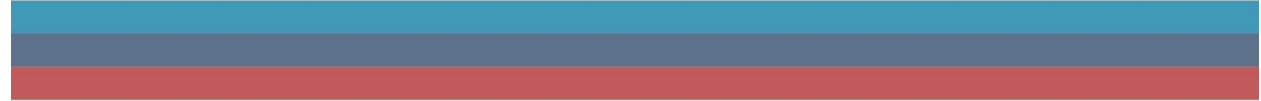
Semester and Exit Reports seemed like something I could get done in a day or two, but it was not until I looked back on my work reports that I realized the amount of work that I have to report on. I found it best to start at least a week ahead of time, look through work reports to create an outline of what I have worked on, dedicate a day to the Executive Summary, a day to the Pain Points and Recommendations, and a day for every three projects I worked on. This resulted in the work being evenly distributed, no cramming on the last day of the semester or term and allowed for me to continue working on other projects and tasks at the same time.

Complete Work Reports Everyday

On days with back-to-back meetings and deadlines it can feel impossible to keep up with updating the work report document. Leaving it for another day, however, creates a lot of unnecessary work and stress. Having to go back and forth, trying to find what you worked on at a particular time on a particular day is arduous. I found it more effective to complete my work report everyday. An hour before my first meeting of the day I would fill out any details I knew about my meetings for that day. Then, as the meetings occur I would fill in any missing information. I used the same process for events, projects, committee chair, and administrative work. As a result, when the due date for the work report arrived all I had to do was add up my hours and copy and paste my work report to the link provided by Vice-President Finance and Services Almas Phangura.

Gradual Discipline

I found it easy to jump in head first to all of the work I wanted to get done at the beginning of the term. This resulted in me starting a ton of projects, becoming overwhelmed and being forced to take a leave of absence. In hindsight, it would be best to start working on a few priorities, focus on building good relationships and habits and learn from the first few projects. Then, I would have been able to apply what I had



learned to more projects, continue building on the foundation of strong relationships and habits and take on greater responsibilities more effectively. I think it also would have provided the opportunity to take leaves of absence after a project has been completed or while waiting for another collaborator. Additionally, it would provide the opportunity to brief an Associate Vice-President, Executive, and/or Councillor on the project(s) you are working on so they are not at a standstill due to a leave of absence. I think slowly taking on projects as you go and being disciplined while working on said projects, would result in a more productive term.