Federation of Students’ Council Agenda

Regular Meeting

Online Meeting

Chair: Abbie Simpson  Secretary: Alana Guevara

Until further notice, all meetings will be held fully online through the Microsoft Teams platform. All students are welcome to connect to the meeting in order to listen or participate; connection information to be distributed in advance through the Council mailing list or may be requested by contacting speaker@wusa.ca

ATTENDANCE

Please convey regrets to the Speaker of Students’ Council at speaker@wusa.ca.

Attendees:

- Simpson, Abigail (Abbie) (President)
- Hunte, John (Deputy Speaker)
- Gondosiswanto, Evelyn (Assistant Secretary)
- Guevara, Alana (VP Operations and Finance)
- Town, Megan (VP Education)
- Abouelnaga, Nada (VP Student Life)
- Jolicoeur-Becotte, Marie
- Fatima, Aiman
- Couzens, Nathanial (President, AHSUM)
- Ghuwalewala, Vidyut
- Singh, Jaineet
- Yanez, Jairo
- Dragusin, Rebecca
- Couzens, Nathanial (President, ASU)
- Yang, Eumin (Edward)
- Souza, Angela
- Hallen, Frances
- Ma, Joseph
- Lindstrom-Humphries, Delainey (President, EngSoc A)
- Casale, Matthew (President, EngSoc B)
- Yang, Edward
- Ye-Mowe, Stephanie
- Dhillon, Jaskaran
- Shi, Victoria (President, ESS)
- Schwarze, Matthew
- Bhandal, Harleen (MathSoc designate)
• Dong, Catherine
• Sharma, Kanan
• Ukrani, Mahaveer Jai
• Zhu, Karl
• Chau, Brian
• Azam, M. Sikandar
• Dosen, Nick
• Bruto, Mark
• Macci, Sumayyah
• Roxas, Nikka (Niks) Ysabella

• Benson, Carly (Designate, SciSoc)
• Chen, Jason
• Helka, Amanda Nicole
• Sedik, Marco (Designate, SoPhS)
• Ahmed, Mehida
• Ikeno, Victoria (Vicky) (Designate, RASC)
• Leo, Shanelle
• Hymers, Meaghan (Designate, SJUSU)
• Recchia, Jule
• Easton, Benjamin (Chair of the Board)
ORDER OF BUSINESS

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1 PRELIMINARIES

Adding items to the agenda requires a two-thirds vote, although new items of business can still be raised without needing that vote once the entire agenda is complete.

1.1 CALL TO ORDER

Be it resolved that the Speaker calls the meeting to order at 10:30 AM.

1.2 TERRITORIAL ACKNOWLEDGEMENT

Pursuant to Federation Policy 50, Indigenous Engagement and Inclusivity, the Federation of Students’ Council acknowledges:

The University of Waterloo is on the traditional territory of the Neutral, Anishnaabeg, and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, land promised to the Six Nations, which includes six miles on each side of the Grand River.

1.3 ACCEPTANCE OF RESIGNATIONS

Whereas Mahaveer Jai Ukrani has submitted his written resignation to the Speaker; then

Be it resolved that Council accepts the resignation of Mahaveer Jai Ukrani as Mathematics Councilor effective immediately.

1.4 APPROVAL OF THE AGENDA

Be it resolved that Council approve the Agenda, as presented.

The Speaker assumes the motion to adopt the Agenda, as presented or amended

2 APPROVAL OF THE MINUTES

The minutes of a meeting are the official record of what happened at that meeting, and contain the authoritative versions of the actions taken at the meeting. If there are significant reservations about the minutes, the approval may be dispensed with, and the minutes will be returned at the subsequent meeting for approval.

Be it resolved that Council approves the minutes of the November 8, 2020 meeting, as presented.
3 Items for Adoption by Consent

In accordance with Council Procedure 9, items on the consent agenda will be considered in gross, without debate or amendment. Items will be moved from the consent agenda to the regular agenda upon the request of any member. The purpose of the consent agenda is not to suppress debate but to allow Council to quickly consider and approve uncontroversial items.

No items have been placed on the consent agenda.

4 Reports

Motions arising directly out of a report, including to adopt recommendations in the report, may be considered immediately after the report without having to wait until later in the meeting. No action is required to receive a report. If Council decides to adopt or accept a report, then it is endorsing the entire report and not just the recommendations.

4.1 Executive Reports

Each executive will highlight key aspects of their written reports in an oral report that lasts no longer than 2 minutes, to be followed immediately by a question period lasting no longer than 10 minutes per executive. The written reports can be found in Appendix A.

1. President (Abbie Simpson)
   (a) President’s Annual Plan Goals
   (b) August Special Meeting Investigation Findings

   Be it resolved that Council accepts the final report entitled "August Special Meeting Investigation Findings" and the recommendations outlined in the report; and

   Be it further resolved that Council tasks the Officers of Council to review and execute the recommendation in preparation for the 2021-2022 governing year.

2. Vice President of Operations and Finance (Alana Guevara)
   (a) Student Lounge Business Plan & Fact Sheet

3. Vice President of Education (Megan Town)
   (a) OUSA Student Advocacy Conference Briefs 2020
   (b) UCRU Advocacy Brief Package 2020

4. Vice President of Student Life (Nada Abouelnaga)
4.2 Board of Directors Report

The Chair of the Board (Benjamin Easton) will highlight key aspects of their written report in an oral report that lasts no longer than 2 minutes, to be followed immediately by a question period lasting no longer than 10 minutes. Please see Appendix B for the written report.

4.3 Representative Reports

To be delivered orally or in writing by Councillors or the Constituency Caucus. Any questions relating to the report or any other matter may be asked following the oral report. Submitted reports can be found in Appendix C.

1. Applied Health Sciences Caucus
2. Arts Caucus
3. Engineering Caucus
4. Environment Caucus
5. Mathematics Caucus
6. Science Caucus
7. Cambridge
8. Kitchener
9. Stratford
10. St. Jerome’s
11. Renison

4.4 Officers of Council Reports

To be delivered orally. Any questions relating to the report or any other matter may be asked following the oral report. The individual whom typically fills a role shall give the report of that role.

1. Speaker (Abbie Simpson)
   
   (a) The report of the Speaker was included as a part of the President’s report.
   
   (b) Winter Meeting Dates

   **Be it resolved that** the meeting dates for the Winter 2021 Council meetings are set to be:
   
   • January 31, 2020
   • February 28, 2020
   • March 28, 2020
• April 18, 2020

2. Deputy Speaker (John Hunte)
   (a) Detention of Hong-Kong Activists

3. Secretary (Alana Guevara)

4.5 Standing Committees or Commissioners Reports

To be delivered orally or in writing by the Committee chair or Commissioner. Any questions relating to the report or any other matter may be asked following the oral report.

4.5.1 Report of the Policies & Procedures Committee

Be it resolved that Council gives leave for the first reading by the PPC of the following policies, as attached in Appendix D:

1. Policy 46: Ombudsperson Office
2. Policy X: PART

Submitted By: President Simpson and Deputy Speaker Hunte.

5 Special Orders

A special order is an item of business that will take precedence over all other business at the designated time for the special order. As it suspends the normal rule that each item must be disposed of before another can be brought up, setting or removing a special order requires a two-thirds majority vote unless originally included in the agenda.

5.1 Athletics Presentation

Speaker’s Note: This item is scheduled to commence at 11:30am.

Council gives leave for a presentation from representatives of University of Waterloo Athletics.

6 Business Arising from the Minutes

Business arising from the minutes is business carried on to a meeting from a previous meeting.
6.1 COORDINATOR PAY IMPLEMENTATION

Speaker’s Note: See VPSL report appendices.

Submitted by: Vice-President, Student Life Abouelnaga

7 GENERAL ORDERS

A general order is an item of business that is ordered to be taken up at a meeting. Time limits to discussions indicate the point at which the Speaker will end the discussion unless Council directs otherwise.

7.1 HONORARY LIFETIME MEMBERSHIP COMMITTEE VACANCY

Be it resolved that _____ and _____ are elected to the vacant Councilor seats on the Honorary Lifetime Membership Committee for the remainder of the governing year; and

Be it further resolved that _____, _____ and _____ are elected to the vacant At-Large seats on the Honorary Lifetime Membership Committee for the remainder of the governing year.

Submitted By: President Simpson

8 NEW BUSINESS

Any Councillor may raise any item of concern during new business by proposing a motion or topic of discussion. A two-thirds (2/3) majority vote is required for consideration of the item to proceed.

9 ANNOUNCEMENTS

Any Councillor may make an announcement not exceeding 1 minute in duration, which may be followed by up to 2 minutes of follow-up questions. No motions may be introduced from an announcement.

NEXT MEETING

The next regular meeting of Council is scheduled for January 31st, starting at 10:30AM, on Microsoft Teams.

10 ADJOURNMENT

Be it resolved that the Speaker adjourns the meeting no later than 4:30PM.
APPENDICES
APPENDIX A - EXECUTIVE REPORTS

President

Abbie Simpson

6 December 2020

Waterloo Undergraduate Student Association
Formerly known as Federation of Students, University of Waterloo
1.0 Monthly Summary

- The University welcomed Dr. Vivek Goel to the community. I met with Dr. Goel to discuss collaboration with students and improving the student experience.
- I worked with the panel to select the President’s Community Impact Awards for this year. I am excited to see the President’s choices and congratulate our community members for their hard work.
- Over the last 2 weeks, Megan and I met with representative across the country to discuss topics concerning students. I spoke to supporting international students, student mental health, Indigenous students, racial equity, and undergraduate research.
  - Notable achievements:
    - I met with the Deputy Prime Minister’s Office to discuss the Youth Employment and Skills Strategy (YESS) and student financial aid. The recent economic update shows more investment in YESS and a commitment to no interest on student loans for 2021-2022.
- Stakeholder presentations for the Long-Range Plan kick off this week and end with the release of the document. Thank you for your patience as I work to release this document and begin the promotion campaign.
- The Imprint General Meeting approved the Asset Purchase Agreement (APA). We will be signing a memorandum of understanding with mathNEWS and Iron Warrior to ensure continued partnership with the constituency publications.
- Ombudsperson advocacy kicks off in the Winter in partnership with the GSA. We will be meeting this week to discuss strategy and plan conversations for the Winter.
- I continue to work on policies and procedures and will be executing changes based on the recommendations approved by Board and Council. We are making good process on renewal of policies in the policy manual and hope to be caught up by the end of the governing year.
- I would like us all to take a moment to send our thoughts to the Faculty of Engineering, our engineering undergraduate students, and the family of Pearl Sullivan. Waterloo

1.1 Summary of University Committee Meetings

1.1.1 University Senate and Board of Governors
On November 17th the Senate and Board of Governors approved the President designate, Dr. Vivek Goel. Our student representative on the Presidential Nominating Committee wrote an article for the website explaining this process and sharing a welcome message: https://wusa.ca/news-updates/lets-give-warrior-welcome-dr-vivek-goel

1.1.2 Committee on Student Mental Health (CoSMH)
The student representatives on the Committee are dissatisfied with the work the Committee is taking on. There is confusion about the purpose of recommendations, causing some push back from undergraduate students. We continue to meet with the Chair and with members of the Committee to address our concerns.
Currently we are working with Recommendation 14 which outlines the need for opening a continuous
dialogue on several topics including suicide prevention and racial injustice.

Recommendation 12 continues to move forward. The updates to the Ombudsperson Policy outlines the
goals of the working group and ensure we can effectively advocate on this topic.

1.1.4 Undergraduate Student Relations Committee (URSC)
The November 13th meeting was cancelled. The next meeting will take place on December 10th.

1.1.5 Wellness Collaborative Advisory Committee
We continued discussion on diversity on the Advisory Committee. I have decided to open up my seat for
those interested to sit on the Committee and report to myself. I will be sending a call-out to Council and
COPs for someone to sit on this Committee for the remainder of the Winter term, to be reviewed by the
incoming President to make their own decision to sit on this Committee. Note: the current VP Student Life
is a member of this Committee so there is Executive representation.

The Committee is also opening up positions for BIPOC at-large members as part of the revised terms of
reference. If you or your constituents are interested in learning more about these opportunities, please
send me an email.

1.1.6 President’s Advisory Committee on Environmental Sustainability
The Committee reviewed SAF applications for Fall 2020 to provide funding to sustainability projects
across campus. Interested in learning more about SAF? Check out the website:
https://uwaterloo.ca/sustainability/get-involved/sustainability-action-fund

We reviewed the Environmental Sustainability Strategy and provided feedback. The strategy will now
focus more on Indigenous strategies and opportunity areas across our campus.

2.0 Updates from November Council
Please see attached the final report from the August memorandum. The final report includes
recommendations for Council to adopt. Therefore:

Be it resolved that, Council accepts the final report and the recommendations outlined in the report;
and

Be it further resolved that, Council tasks the Officers of Council to review and execute the
recommendation in preparation for the 2021-2022 governing year.

2.1 Speaker report
Thank you to everyone who took time to fill out the form I sent around. I apologize for the technical
difficulties. This form will be used by our marketing team to continue Council and elections promotion.
Stay tuned for updates!
3.0 Committee and Commission Updates

3.1 Policy and Procedures Committee
The Committee met on November 30th to review the Ombudsperson Policy and the President’s Anti-Racism Taskforce (PART) Policy which come for approval at Council.

The following policies and procedures will be reviewed at the January meeting:

- Campus Wellness
- Student Appointment to Committees
- Campus Wellness
- Satellite Campus Policy
- Communications

3.2 Strategic and Long Range Planning Committee
The Committee has not met. We will meet in the Winter to review any operating plans and timelines for implementation.

3.3 Committee of Presidents
The Committee met on November 19th to discuss policies and procedures for review, the winter term, and received a presentation on CoSMH updates. The policies and procedures will come to the January meeting of Council.

3.4 Student Accessibility Commissioner
Vicky is currently wrapping up work on the survey we will send to students. The campaign will begin in the next few weeks. Please keep this on your radar to share with your friends and constituents so we can make some meaningful change on campus.
## Annual Plan Goals – December Updates

<table>
<thead>
<tr>
<th>Pillar</th>
<th>Goal</th>
<th>Status</th>
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<tbody>
<tr>
<td>1. Institutional Racial Equity Reform</td>
<td>a. Equity supports and training</td>
<td>In progress, [January timeline]</td>
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<td></td>
<td>• Ensure effective, meaningful equity trainings are delivered to all WUSA staff and volunteers, while holding participants’ responsible for implementing their learnings</td>
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<td></td>
<td>b. Holding the University (and ourselves) accountable</td>
<td>Ongoing</td>
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<td>• Consult with BIPOC students with lived experience on student matters and urge the University to do the same</td>
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<td></td>
<td>c. Funding equity initiatives</td>
<td>Complete [September 2020]</td>
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<td></td>
<td>• Actively fund equity initiatives on and off-campus in consultation with students</td>
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<td>2. COVID 19</td>
<td>b. Mental health supports</td>
<td>In progress [Some completion, work ongoing]</td>
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<td></td>
<td>• Continue to advocate for increased counselling supports, including BIPOC counsellors and increased access for International students</td>
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<td>3. Student Engagement</td>
<td>a. Volunteer retention and member loyalty</td>
<td>In progress</td>
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<td>• Implement WUSA-wide training for all volunteers to ensure a basic and common level of WUSA as an advocacy organization and our related operations</td>
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<td></td>
<td>b. New student transition</td>
<td>In progress</td>
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<tr>
<td>4. Evidence-Based Advocacy</td>
<td>c. Race-based data</td>
<td>Complete [September 2020]</td>
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<td></td>
<td>• Urge the university to collect race-based data to guide their equity advocacy</td>
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<td>5. Student Support and Spaces</td>
<td>b. Availability of student spaces</td>
<td>Not started</td>
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<td></td>
<td>• Investigate space agreements around campus to improve student use and value</td>
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<td>6. Expanding our Network</td>
<td>a. Expanding WUSA services beyond the SLC</td>
<td>Ongoing</td>
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<td></td>
<td>• Identify and address concerns from all corners of campus and satellite campuses</td>
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<tr>
<td></td>
<td>b. Alumni engagement</td>
<td>In progress</td>
</tr>
<tr>
<td></td>
<td>• Collaborate with Alumni network to provide support to student clubs, services, and initiatives through our endowment funds</td>
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SPECIAL MEETING REVIEW – INTERVIEWS WITH ATTENDEES
Abigail Simpson, President & Speaker and John Hunte, Deputy Speaker

Purpose
To review conduct of attendees at the special meeting of Students’ Council which took place on August 9th, 2020. The assembly believes many members in attendance were behaving in bad faith and displayed inappropriate behaviour. The Speaker and the Deputy Speaker will review the events with those involved to ensure a holistic picture of the event and create recommendations.

Process
The Speaker and Deputy Speaker will meet with attendees to discuss and conduct in the meeting. The Speaker and Deputy Speaker will ask fact-finding questions to learn more about personal involvement and any other questions arising from the meeting. Conduct discussions will begin Friday, August 21st and continue to Friday, August 28th.

After each preliminary meeting, the Speaker and Deputy Speaker will review the information collected and create a summary to include in the final report. Based on the information collected, they will offer recommendations to the President for follow-up.

Preliminary Meeting
The Speaker will lead the conversation and inquiry into the incidents. The Deputy Speaker will act as secretary and record notes from the meeting for review. The Speaker will present the following questions to the attendees:

- 1. When do you believe the special meeting started to go wrong?
- 2. Do you have any concerns regarding an individual’s conduct at the meeting?
- 3. If you were to attend the meeting again, what would you have done differently?
- 4. Do you have any additional information you would like to share with us?

The attendees will have opportunity to answer these questions and provide their personal experience for the Speaker and Deputy Speaker to review. Attendees are able to ask questions at any point throughout the meeting.

Summary of Discussion with RAISE Coordinators
Question 1: The Coordinators noticed a shift in the tone of the meeting after the presentation ended. The word abolition was mentioned which caused the immediate shift. The Councillors became very defensive.

Question 2: Councillors seemed overwhelmed. They should have more information when coming into these meetings to have more of an open discussion about these topics. Guidelines on what should or should not be said is important for Councillors and at-large members.

Question 3: They would have liked more clarity on where Councillors were receiving their information as part of the overall understanding of materials in the meeting and having a safe mechanism for asking questions and providing comments.
Summary of Discussion with Councillors

Question 1: When the RAISE coordinator was speaking and went into the abolition of police. It escalated from there. The promotion of the meeting as a Town Hall by some groups, but it did feel like people were asked to voice their concerns as students and that they didn't feel they were able to voice their concerns. The promotion of the meeting needs to be improved.

Question 2: Groups attendees were created: non-Councillors who agreed with the stance, Councillors who agreed, Councillors who disagreed. There were some people (noted: AVP Equity) who could have handled things better rather than continuously writing in the chat. It was noted that Councillors felt if they did not agree with the particular stance and asked for more time to review then they were automatically in the wrong. Some Councillors noted that they wished Councillors had conducted themselves in a better manner when being asked questions about their statements.

Councillors noted that everyone in the meeting had a hand in the event and agreed that RAISE was not the group who should be in the discussion.

Question 3: Councillors noted that they agreed with the statement presented but the presentation at the beginning was misleading and different from the information they were debated. They believed the meeting would have a different outcome if the additional information was not presented.

Councillors noted it would be good to refrain from adding into the chat. It's distracting and does not create appropriate discussion. It was called attention to more due to disagreements. For all meetings we should refrain from writing messages in the chat for more productive discussion. Some Councillors were disappointed that a lot of Councillors spoke without representing constituents and got their personal views mixed.

Question 4: In terms of information, we should be clearer with our information. Councillors discussed how Reddit has grouped everyone into RAISE and not RAISE. Potentially putting in a line about WUSA needs to vet promotion materials about certain services. EquityForWho promoted the event and invited people to join the Town Hall. Councillors also noted that another Councillor was attacked online by RAISE.

Some Councillors noted that this was an inappropriate topic to bring online and there should be a better system for inviting at-large members.

Summary of Discussion with At-large Members

Question 1: The meeting in general is a heavy conversation. It was not expected to go the same as a conversation about budget, or day-to-day WUSA items. At-large members noted that the meeting really took a turn when Councillors were angry that the chat was being used by at-large members to have side discussions.
Other at-large members noted that the AVP Equity did well in the meeting. Noting after that all members (including Councillors) should have stopped using the chat when asked.

Question 2: Concerns were noted about individual Councillors. Councillors were concerned with the aggressive tone from Councillors and attendees.

Question 3: At-large members noted that there was no process in place for any racism which may occur during these discussions. Others mentioned that the meeting would be tough to manage and anyone attending the meeting should have known the rules before entering.

Question 4: Some thought that despite the tension the meeting went well. There was some mention of blame of Robert’s Rules to dismiss valid opinions. Council was noted as not “always the most professional setting” and there was disappointment that the chat was being used to tone police at-large members.

An at-large member noted that Councillors should be aware of the rules and receiving feedback from other members should have been more professional. There was also concerns expressed about information presented not matching the topic of discussion.

Summary of Recommendations from Meetings:
1. Making the rules and guidelines for engaging in discussion more publicly available for at-large members
2. More information provided to Councillors in advance about the discussion
3. Creation of a process for WUSA to respond to harassment online
4. Review of promotion materials from services, in regards to Students’ Council
5. Review of at-large participation in Council meetings
6. Creation or review of Councillor Code of Conduct
SPECIAL MEETING REVIEW – MEMBER CONCERNS

WUSA Executives

The Executive received many emails in response to the events of the Council meeting. We received many emails with some great feedback from our student body in support of RAISE and in support of a mandate review. The following is a summary of the recommendations we received from students, MPPs, Alumni, faculty, and staff.

The Executive received emails supporting the anonymous “defund RAISE” movement, started on Reddit. Concerns from students ranged from concerns with discussions brought forward by RAISE and the AVP Equity, and disappointment with the Executive team.

The main concern in these emails (mostly template emails) was concerns with not being able to opt-out of fees and concerns with Executive and Coordinator speech during the meeting. Some students noted that a large concern is that WUSA went outside of mandate to pass this motion which needed broad student consultation and that RAISE does not represent their interests.

Many individuals emailed the executive to express support for RAISE and how the service has provided them, or their friend, with important supports during the pandemic. Many supporters noted that it is volunteer-based and receives very little funding. Additionally, it was noted that this service fills a gap for students at the University of Waterloo that the University is not or will not provide.

Many described defunding RAISE as removing spaces for marginalized students on campus to express themselves, see themselves in academic, provide specialized supports, and seek advice from students with similar experiences at the University. Most emails were personal and not in a template. Additionally, emails stated the need for the education RAISE provides to our campus. We received letters from local MPPs expressing disappointment.

There appeared to be some confusion surrounding the relationship dynamic of WUSA and RAISE which should be addressed. For example, many described RAISE as being external to WUSA and our operations. There were concerns from students about the public support of external organizations.
SPECIAL MEETING REVIEW – PROCESS AND EXPECTATIONS
Benjamin Easton, Chair and Abigail Simpson, President & CEO

Purpose

To review conduct of Executives in the events leading up to and at the special meeting of Students’ Council which took place on August 9th, 2020.

Process

The Chair of the Board and the President will meet with each Executive to discuss involvement in the process leading up to the meeting and conduct in the meeting, as representatives of the organization. The Chair and President will ask fact-finding questions to learn more about personal involvement and any other questions arising from the meeting. Executive conduct discussions will occur on Wednesday, August 19th and Thursday, August 20th.

After the preliminary meeting, the Chair and President will discuss next steps and actions arising from the meeting and follow up with the relevant Executive.

Preliminary Meeting

The Chair will lead the conversation and inquiry into the incidents. The President will act as secretary and record notes from the meeting for review. The Chair will present the following questions to the Executive:

- What was your involvement in the process leading up to the special meeting?
- What could you have done differently to address this situation?
- How do you believe the special meeting went? Do you have any concerns regarding your conduct at the meeting?
- If you were to attend the meeting again, what would you have done differently?
- Do you have any additional information you would like to share with us?

The Executive will have opportunity to answer these questions and provide their personal experience for the Chair and President to review. Executive are able to ask questions at any point throughout the meeting.

Notes from Meeting with Vice President, Operations and Finance

Alana’s involvement in the process included being involved in the group chat where Megan posted a press release. She was part of the discussion to take it to COPs or Council. Reached out to RAISE to get their input and their help on the situation. Then she showed up at the meeting on Sunday.

Alana believes that Council is setting the priorities of the Executive and that there is not much room for deviation.

Alana has some concerns with the conduct of individuals at that meeting. She understands wanting to understand needs of constituents but does not believe that taking the small number of responses off Reddit is representative of the whole student population. Concerned about the avenue for feedback from constituents.
Alana believes that she would have a town hall instead of a Council meeting on the Sunday to ensure there was discussion and we could use that as feedback to then call the special meeting.

Alana included her personal opinion. She understands everyone's perspective and RAISE feeling upset that they need to beg people to be advocated for on this matter. The conversation that was had on Sunday is being had across the world right now and a huge part of why we are in this issue is because we have a corporate view of everything. There needs to be some risk in our job to make change.

Notes from Meeting with Vice President, Student Life

Nada discussed the process and included the following:

- Doug Ford's announcement,
- Brainstorm of the schools we want involved in the announcement,
- We involved the RAISE coordinators into the conversation/ give information to Councillors to give more background behind the motion of the letter.

Nada reached out to RAISE and replied to staff saying that RAISE has no problem presenting during a Council meeting. Nada clarified that it was decided to reach out to RAISE after the executives called the special council meeting.

Nada described the following events in the meeting:

- Megan talks about motion
- Megan gives background
- We talk about the concept of defunding the police
- RAISE gives the presentation
- After the presentation, the floor is opened for questions
- Questions are asked to the coordinator about the presentation and the purpose of the motion
- A huge discussion occurs, things are said (things that delegitimized knowledge and research), at this point disagreement occurs
- Then members took this as being called racist, when that wasn’t mentioned
- A few amendments presented, all of which failed
- Then the original motion comes to a vote where it passes with 14 for and 12 abstaining

Nada said the fact that the meeting was online made it even more difficult to have a conversation about the topic. The chat function was where people felt they were able to express their thoughts, so those thoughts were being called unprofessional and that people who attended the Council meeting were not Councillors and not used to the format. It was made a big deal when people were told they do not follow the rules, but regularly the rules are not followed. At the same time, it was made such a big deal during this meeting when students were speaking up for themselves that questioned their lived experience and humanity. This is one of the reasons it went wrong.
She acknowledged that there were a lot of stakes in the meeting. She didn’t like how the AVP and Coordinators were treated. We should own up and take the heat. Also – the rules should be easily accessible so everyone is respected and not questioned in terms of legitimacy.

Nada said that this whole thing is mostly seen as having two sides and she does not want it to be that we are investigating it because we want to “discipline” people. In this case, a lot of people will argue that the blame should be placed on RAISE, the AVP, and members. We should not be out to “serve justice”.

Notes from Meeting with Vice President, Education

Megan, on August 6th, watched Doug Ford talk about being tough on crime and increasing policing. The rhetoric in the announcement sounded more like an increasing police presence. She put this information into the chat and at the time there was an equity initiative meeting and there was support in the meeting for putting out a response to the announcement. Abbie was noted as not being present. Megan said we need to inform Council about the response. The email to Council outlined the Executive’s stance, concerns, and recommendations. We received some responses and the topic was labelled as controversial and as something the Executive are not empowered to decide on. The Executive agreed that this response should be timely and decided to call a meeting of COPs to make this decision in the interim. However, Council did not feel that COPs was empowered to make this decision. COPs has made similar decisions in the past but ultimately, a special Council meeting was called for Sunday, August 9th. At that time, Megan said that we need to promote the special Council meeting on social media. Promotion went on Facebook and Instagram stories, but was not included anywhere permanent.

After the Council meeting was called, Megan developed the PCRs that went out with the agenda later that day. On Friday, Megan created the PowerPoint presentation to include educational information, what the PCRs we were actually asking for are and why the meeting was called. It was then decided that RAISE would do the presentation. Initially, Megan was planning to develop and deliver the presentation. The Executive discussed asking RAISE to help with education and Megan felt we should not place an undue burden on the coordinators to do that. Nada spoke to the coordinators and said they were willing to give the presentation. They made revisions to the slide about defunding the police. One Councillor emailed in advance asking for more information and she was sent the slide deck.

Megan talked about what went wrong at the meeting. She described how people politicized the issue and took things unrelated to the motion or the presentation and bringing them into the discussion. This took the form of hypothetical questions about defunding the police, which pushed the discussion down that line of enquiry. For those at-large members present, they thought that Councillors not wanting to take a stance was Councillors thinking this is unimportant; this can be easily read as such and this is the root of where disagreement and personal attacks started.
The Q&A rules should have been introduced right at the beginning of the meeting, which may have made people feel singled out. The rules felt enforced as the result of individual actions. At-large students felt they were being told this issue was unimportant and felt attacked by the Councillors, they then became more accusatory and less objective in the things they were saying. No one was saying the issue was not important but that was how it was perceived. For someone who is not well versed in policy and debate, it is difficult to separate that point from the person who is saying it.

Megan expressed concerns that personal attacks should be followed up to understand whether or not the individual intended it. Their behavior hurt someone else and they need to know that in order to continue to participate in WUSA governance, especially for those who want to continue.

Megan discussed concerns after the meeting. Her first concern was with the Councillors who took to Reddit after the meeting. They intentionally took WUSA is a bad light and did not communicate effectively what happened. They did not communicate the actual stance and Reddit got the impression that WUSA wants to abolish the police. This was disingenuous as they did not provide the full extent of the meeting.

The second concern is related to social media, the use of social media by RAISE, members at large, and AVP Equity who continued to make targeted statements about individuals and WUSA. This is inappropriate. You can argue that one’s personal social media is their personal, but she disagrees because they were involved in an event where you were involved in a professional capacity. This is a line that is blurry very quickly. This continued to enrage students. The nature of the social media posts compelled so many people to act. It’s important to acknowledge that regardless of intentions, statements made on social media were interpreted as attacks and when you are running a social media, you should not be saying anything that sounds like an attack or a call on the individual.

Megan said she involved Council at the earliest point and she believes she did a fair interpretation of how advocacy should work in this organization. Few people will understand how much autonomy people need to advocate. Retaining her right to autonomy is important, with respect to decision making, she is unsure if there is anything she would change. She struggles to think about why or how people are identifying this as a political issue. She wonders if WUSA and the Executives focus on Equity is clouding our understanding of the greater student bodies opinion. Doing what Megan thinks is right is not the way to go. However, people don’t always know what is good for themselves and people are terrible at putting themselves in someone else’s shoes.

On an issue like this, she is more inclined to trust lived experience and research. If she wanted to do something different, it would be to find a better way to communicate why we are thinking in the way we are. It’s important to acknowledge that the students involved in RAISE are not representative, but they are the ones choosing to engage in this discourse. She strongly objects to the notion that this issue was treated differently than any other issue.
As the President and the Chair, she encourages us to communicate to people why they are saying things. She posed a rhetorical question: are they clouded by certain events? This kind of incident happens once a governing year and there is nothing we can do to stop it. We saw this last year with the rebrand. They were burned by Council once and it didn’t happen again. There is no single learning opportunity that is bad enough that it would actually be deleterious to the organization. You need to believe the Executives are acting pragmatically.

Notes from the President

President Simpson was not interviewed as she was distant from the process leading up to the special Council meeting. She noted that she heard information in pieces. The following is a review of how the President would have addressed the situation, in hindsight:

- Be more mindful of over the phone approval and asking more questions to ensure there is clarity on the project,
- Put time into responses and reviewing information presented by observing the situation as important to the organization and making the call to return to work,
- Ensure there is clarity in communications to Council and at-large members to ensure membership is aware of guidelines and meeting rules leading up to meetings,
- For topics with possible contention, it may be important to call upon a 3rd party to chair the meeting in the Speaker or President’s place, as students and executives are not well equipped to manage public, large conversations,
- Immediately follow-up with those involved after the meeting or engage in a debrief activity.

As President Simpson is unable to properly comment, she is disappointed with her actions leading up to, during, and after the meeting and regrets subjecting Councillors and at-large members to the meeting which took place.

COMMITTEE REVIEW

The memorandum mentioned a review of dereliction of duty of the former Campus Life Advisory Committee (CLAC) and the Internal Administration Committee (IAC). Upon review, the committees had insufficient documentation available.

The organization currently does not have a proper process laid out for yearly reviews which indicates that this process is not currently built into regular committee work. It is recommended that a process for regular deep review and yearly light review be created to better support the goals of Council and these Committees.

After the current services review ends, I recommend the creation of a process for review with learnings and feedback from the current review to ensure future Committees have greater access for success, in line with Council’s expectations.

SERVICES REVIEW

The creation of a services review was brought to the August regular meeting of Students’ Council for approval. This is currently under review by the Campus Life
Advisory Committee (CLAC) and the Internal Administration Committee (IAC) under the leadership of the Vice-President, Student Life. Due to changes to the timeline to ensure full reviews of all services, the final services review will not be included in the final report.

SUMMARY EXECUTIVE ACTIONS INCLUDED IN MEMO
The memorandum outlined actions the executives took following the meeting of Students’ Council and included any additional items for review. This serves as an update to the items included in the report.

1. **Comprehensive services review**: Currently underway by the Vice-President, Student Life.
2. **Review of AVP and Commissioner hiring and training**: In progress and included in current overhaul of hiring best practices. Training documents are to be amended by current Vice-President portfolios.
3. **Organizational Wide Code of Conduct and Social Media Policy**: Complete and in review. The Org. wide code of conduct will come to the Board of Directors at the December 1st meeting for review and approval. The Social Media Policy draft was circulated to staff who provided comment until November 13th. The policy is currently back with legal counsel.
4. **Equity, Diversity, and Inclusion Training**: In progress with expected completion date of end of January. Training will be included in FY22 mandatory Council training during transition.

FINAL RECOMMENDATIONS
The final section of the report will review incorporate learning from the initial investigation and outline next steps for the Board of Directors to consider.

Recommendations for Human Resources
The President recommends the following:

1. Task the Personnel Committee to create a proposal for the creation of a Human Resources Manager or increased partnership with the University, whichever is beneficial for students and staff.
2. Task the Policies and Procedures Committee (PPC) to review and recommend any Corporate and HR policies for removal from the current policy manual and suggest new placement in the organization or to the Board of Directors.
3. Fund mandatory training for all staff and volunteers as part of their onboarding and ensure full-time staff have access to mandatory, continuous training.

Currently, the Board has already committed to governance and equity reviews. Additional recommendations may arise from these reviews.

Recommendations for Associate Vice-Presidents
The new role of Associate Vice-Presidents (AVPs) has led to confusion about reporting and accountability. Currently, the AVPs are stylized Commissioners as outlined in
procedure. To ensure accountability, it is recommended that Council consider the following:

1. Review of Commissioners procedure to exclude Associate Vice-Presidents, allowing the Executive to manage their staff as necessary.
2. Review of training documents by the appropriate portfolio and ensure proper transition for new staff.
3. Mandatory training requirements should extend to the AVPs and Commissioners.
4. A hiring panel of the current President or Vice-President, Operations and Finance, the appropriate current Vice-President, and appropriate Senior Leadership Team (SLT) member should be involved in interviews for all AVP roles.

Recommended Policy and Procedure
In addition to the recommended review of the current policy manual, it is recommended that the Board of Directors approve or task the appropriate body with the creation or renewal of the following policies and procedures:

*Organization Wide Code of Conduct*
The President will present an organization wide code of conduct to the Board for inclusion in the new human resources manual.

*Social Media Policy*
The Board shall adopt a social media policy as part of the new human resources manual in draft by President Simpson.

*Equity, Diversity, Inclusion, and Access and Positive Space*
The Vice-President, Student Life will review these policies to align with our values as an organization.

Recommendations for Council
1. Review accessibility of Council meeting guidelines on WUSA's website,
2. Review current Council promotion to ensure clarity on Council meeting purpose,
3. Review Council Code of Conduct and include Council meetings rules for engagement during Council transition,
4. Review and renew Sustaining Safety Policy,
5. Review at-large participation in Council meetings and guidelines for attendees,
6. As stated above, Council should receive equity training as part of transition, similar to other volunteers within the organization.
7. Creation of a process for services review with learnings and feedback from the current review to ensure future Committees have greater success, in line with Council’s expectations.
Vice President, Operations & Finance
Council Report

Alana Guevara
December 6th, 2020
1.0 Monthly Summary

Hey everyone, it’s been busy. A lot of following up on items and trying to make progress where I can.

If anyone ever has any questions, comments, or concerns, please do not hesitate contact me via email (ypof@feds.ca), or Teams.

2.0 Bomber Space

Please see the attached documents with an update on the Bomber Lounge Plan. I will be presenting this and taking any questions for discussion. I hope to have the following motion passed so that our Bomber Lounge Working Group can move forward with implementation.

**BIRT** Students’ Council approves the Bomber Lounge Plan as presented; and

**BIFRT** Students’ Council directs the Bomber Lounge Working Group to create a funding strategy based on the plan as presented; and

**BIFRT** the VP Operations and Finance will bring the final plan for approval to Students’ Council by the end of Winter 2021.

3.0 StudentCare

- UW Finance has agreed to process Health, Dental and Legal Service refunds on Quest moving forward. This is a great step forward on something that has been in discussion for many years. Those who requested refunds for the Fall 2020 term have been emailed and most should have received their Quest refund.

- The Legal Service now provides complimentary commissioning and notarizing services. As part of your Legal Protection Program, offered by Studentcare through a partner law firm, you can arrange for a virtual meeting for commissioning or notarizing services for:
  - Lost, stolen, or damaged passport declarations
  - Court documents
  - Insurance loss declarations
  - Power of attorney
  - And more

While the services are provided on Wednesdays only, you can call the toll-free legal assistance helpline at **1-833-202-4571** to place a request anytime during Studentcare’s regular business hours from Monday to Friday.
4.0 SLC/PAC Expansion

The SLC/PAC expansion is scheduled to open in January 2021. Thank you to Victoria and Jaskaran for volunteering to help find student artwork to be commissioned for this space. If anyone knows of any students who have artwork that could be utilized in this space, please have them connect them with Victoria and Jaskaran so that their pieces can be submitted for consideration.

5.0 Winter 2021 Fees

After discussing with Societies, Endowment Funds and the University, here are the fee assessment decisions made for Winter 2021 that are awaiting approval from the President and Provost.

<table>
<thead>
<tr>
<th>Fee Name</th>
<th>Proposal for Winter 2021</th>
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<tbody>
<tr>
<td>WUSA Corporations Act Compliance</td>
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<td>WUSA Health and Safety</td>
<td>Assess</td>
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<td>WUSA Academic Support</td>
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<td>WUSA Student Life Centre Facilities</td>
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<td>WUSA Events</td>
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<td>WUSA Community-Building Services</td>
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<td>WUSA Clubs</td>
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<td>WUSA Advocacy – to Government</td>
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<td>WUSA Capital Program Fund</td>
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<td>WUSA Student Assistance Program</td>
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<td>WUSA Health Plan</td>
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<td>WUSA Dental Plan</td>
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<td>WUSA Student Refugee Program</td>
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<td>Student Services Writing Centre</td>
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<td>Student Services Athletics and Recreation</td>
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<td>Student Services Centre for Career Action</td>
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<td>Student Services Student Buildings</td>
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<td>Imprint</td>
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<td>Sandford Fleming Foundation</td>
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<td>Health Services Building Fee</td>
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<td>ARTS Student Society</td>
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<td>Acct &amp; Fin Association Fee</td>
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<td>ENG Student Society</td>
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<td>ENV Student Society</td>
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<td>MATH Student Society</td>
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<td>Pharmacy Student Society</td>
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<td>ART Endowment Fund</td>
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<tr>
<td>St. Jerome’s Development fund</td>
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<td>St. Jerome’s Student Union</td>
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History – The Bomber

For 40 years until its closure, The Bombshelter Pub space primarily operated as a pub/restaurant with the ability to host and facilitate a variety of special events and functions.

The Bomber hosted various lineups of special events from Sex Toy Bingo, termly Drag Shows, to weekly Bomber Wednesday; in addition to dozens of termly co-op employer info sessions and various club socials, while bringing in 1000-2000+ of our members each week.

During the day, the space serviced our campus community with a variety of food and beverage menus/specials.

Although The Bombshelter Pub successfully facilitated many of the events/hospitality programs, the management and operations were spread thin.

The space lacked a strong and consistent core identity. With its overhead, dayparts were difficult to cover off, which resulted in poor service and an unsuccessful bottom line.

Moving Forward

After hearing from over 3000 undergrads, in addition to our student leaders, it became clear that a bar/restaurant space with the capability of hosting events, was important to retain.

In October 2019, after being presented with three options for the space, our student leadership gave WUSA management approval to explore a student lounge model with a food and beverage/bar component.

Our management wants to ensure this space meets the needs of our membership, while setting up a sustainable operation that will excel in service delivery and meet our cost recovery expectations.

We are taking lessons from our past failures, leveraging our strengths, and bringing forward a modern, social space that
our members can be proud of - as the first of any type in Canada.

The proposed re-engineered space will be designed to welcome all our undergraduate members, at any time of the day, no matter the size of their group, or whether they want food or drink.

Our management team is proposing a 6000 sq ft. expansion (about the area of a basketball court), doubling the capacity to keep up with the increased size of our campus community. The proposed space will seat upwards of 450 members and boast a total square footage of 14,000.

By removing the pub element and introducing a lounge concept, the space will capture a wider audience as perceptions of alcohol, greasy food, and other stereotypes of a traditional pub are removed.

The revitalized space will increase from servicing 1000-2000 per week to 1000-2000 students a day.

The space will promote community within our membership, encourage social engagements and increase wellness.

It will allow our members to relax/refresh, reconnect, and refuel, while keeping sustainability and accessibility in mind.
The New Focus

Relax & Refresh

Our members have busy days ahead of them. Between classes, social events, volunteering, co-op interviews, midterms, assignments, and everything else in life, WUSA needs to help in every way possible.

The space will promote wellness and allow our members to unwind and relax through comfortable seating, lighting, and layout.

- Provide modern lounge furniture fixtures that promote wellness, blood circulation and relaxation
- Provide modern and easy solutions such as booking rooms, day lockers and other retail/service engagements
- Décor, music, plants, and staff training for this space will direct students’ minds peacefully away from the stresses of student life
- Natural lighting will aid in creating a comfortable and relaxing environment while reducing eye strain associated with LED lighting
- Provide modern bathrooms with spa-type experience and fixtures, in addition to international toilets

Reconnect

From academic groupwork, extra curriculars, volunteerism to hanging out with friends, the proposed space will provide single seating and multi-group seating arrangements.

The elements and areas of the space should encourage collaboration and social interaction. Throughout the year, the upper level can facilitate large gatherings and student events including many of the previous events The Bomber hosted.
Increase total seating from 150 to 450+, mixed seating (from single seating to groups up to six)

Provide spaces for members to connect to workstations, charge and use their laptops/devices, connect to Wi-Fi, print/copy/scan etc.

Expand the upper floor to be a bookable event venue with standing room of 250+, able to host social bar nights, information sessions, staged shows etc.

**Refuel**

Social spaces are more successful when food and beverage elements are in the mix. With that in mind, members can refuel themselves how they would like when visiting the new space.

- Members can bring outside food from the SLC (Student Life Centre), the plaza or even Uber Eats. Members can also bring their own food to heat up, eat and rinse/wash their containers

- Members can order food and beverages directly to their seat from the new bar/restaurant. Food will be delivered to the members seat, no need to place your order with anyone or wait to pay. Options will include full beverage/café menu, in addition to lounge/bistro style food menu

- Provide members with access to exclusive lounge features such as still/sparkling bottle refills or barista program with student-friendly pricing

**Sustainability**

- Promote the use of renewable and sustainable materials for the construction project

- Ensure gas, electric, water fixtures and services are energy-efficient
• Explore solar technologies to offset the consumption of the additional electrical use

• Engage with Waterloo’s hired sustainability consultants to review and integrate sustainable methodologies into the construction project

• Ensure modern and sustainable waste disposal services, including incorporating elements of composting and garden/growth for the restaurant

**Accessibility**

• Top priority; an interior elevator within the main entrance will solve one of the biggest barriers

• Our accessible and gender-neutral washrooms will be the first of any kind in such a campus space

• Eliminating the pub focus to welcome the entire community; alcohol should not be a main component of any space as it is not accepted by some religions and health and wellness science

• Providing modern ways of delivering accessible food/beverage menu and signage

• Enabling an omni-channel platform for members to order from their own device, at the bar, on self-order kiosks or phoning in

• Ensure inclusive seating, fit for all body types
Layout & Functionality

The TRR Architect’s review of the current space revealed it was unfeasible to provide seating for up to 500.

WUSA’s project group has engineered a plan to expand the space to two-storey. This will allow WUSA to service 450+ guests (depending on function type) to meet the demands of our members.

Level 0 – Basement

All maintenance, inventory, supplies and storage units should be out of sight to our members and housed in the basement. This will allow WUSA to maximize the remaining space to its fullest capacity, with social and bookable student options.

Management offices – all management will have shared offices at the lower level.

Storage rooms – dry goods, furniture, food/beverages, disposable and janitorial supplies will be kept in basement; beverage services can run from the lower level.

Staff changerooms/washrooms - upgraded and accessible staff change and break rooms.
Level 1 – Main floor

The main floor should resonate a warm welcome to every member who visits the space. We know Waterloo undergrads are busy and would love for our lounge to help them seamlessly transition to the next part of their day.

Lounge – the lounge will accommodate various single and group seating arrangements. Comfortable seating, functional tables, and a variety of spaces are just a few key fundamentals to the redesigned space.

It’s important to give our members a reason to come and we want our lounge experience to be it. Offering them a functional space with a turnkey/service desk to assist with bookings, campus directions, or any general help a member may need.
**Restaurant** – the new restaurant will serve its wide-ranging menu round the clock. Delivered right to their seat in the lounge, serving up fresh, modern, and classic comfort dishes that resonate with the student market; made quickly without any painful waiting or outdated service at other full-service dining venues.

**Bar** – the bar will allow members to grab a beverage and unwind from an extensive list of cocktails, sodas, juices, barista program and international drinks. Members can sit right up to the bar to grab a drink or order a drink to their seat anywhere in the lounge.

**Washrooms** – modern, spa-type bathrooms providing premier experience with gender-neutral variants. Possibly high-end fixtures and toilets. Potentially incorporating bookable shower rooms.
Level 2 – Upper Floor

The second floor will increase seating and serve as a lounge during most of the day, with bookable options for student groups to accommodate private meetings in the evenings and on weekends.

Multi-event space – the multi-event space should be set up to facilitate any special event a student group wishes to host. From social events such as Sex Toy Bingo to student group receptions and galas, the space will help us fill the social gap created by the loss of Fed Hall and The Bomber. Barriers/dividers will be installed to separate the space and increase the overall functionality.

Satellite bar – the small bar with high top seating to service special events and private functions for the upper floor.
**Bookable meeting rooms** – provide bookable board/meeting rooms with possibility of joining rooms for large council/board chamber. Premium chairs and fixtures.

**Washrooms** – provide modern, spa-like bathrooms premier toilet experience with gender-neutral variants. Possibly high-end fixtures and toilets.

**Catering Facility (existing)** – the current second floor kitchen facility will be able to service the upper level for booked events with an extensive food and beverage program. The facility will be used for bookings and special events only, as the lower-level restaurant will facilitate all-day food and beverage needs of visitors.
### Project Risks, Challenges & Opportunities

#### Project Support & Funding

Gathering consensus on the project through WUSA and UW committees and gaining funding approvals will be integral to the success of this project.

*Current areas of risk include:*
  - WUSA Building Committee (target mid-Nov)
  - WUSA Board of Directors
  - UW Building Committee (Jan 2021)
  - Campus Bar Directorate

#### COVID-19

It’s important to acknowledge that this pandemic could be a multi-year challenge, leading to remote learning for longer than anticipated. This is a worst-case scenario that we believe is highly unlikely. We will transition into a redefined hybrid-model before we return to campus.

What we do know is the post-pandemic world will require a new way of sharing space and servicing food and beverage to our membership. Our campus has nearly doubled in population in the last 10 years and social and food space has not kept up, even with expansions. As construction will take at least 12-18 months, the opportunity of reduced foot traffic on campus, in addition to the increased enrollment of 2020, it would be reasonable to project that society and operations will resume, and the space will be utilized.

#### Food & Beverage Program

With the competitive landscape of food and beverage, creating and executing a financially strong hospitality program is no easy task.
WUSA’s commercial team has spent the last five years rebuilding our hospitality programs and shifting our focus to improving the guest experience, modernizing systems and redefining managerial roles. This has resulted in profitable financial results across all our food, beverage, and retail operations.

Today, WUSA’s retail/food management is confident in developing and executing a hospitality program that will not only bring great food and social space, but also save our members and create meaningful employment opportunities.

The risk of operating an unsuccessful food and beverage program can result in a loss of capital investment and overheads. WUSA’s past financial performance of outlets can be a good indicator that our systems and management are setup to take on this next challenge.

**Operating Model**

As the investment for the space will come from future undergrads, it’s important to ensure the services available favor those paying for the capital, operating and future maintenance expenses surrounding the space.

Ensuring access with seats in the lounge, group room bookings, or large event space should be prioritized for undergraduates. If the lounge demand is high, do we turn away non-undergraduates during peak times? These guidelines will need to be established, with access control in mind.

**University Takeover**

With WUSA previously losing event space to the University (Fed Hall), any future investments in student space must be safeguarded. As this expansion is enveloped in the SLC, where long-term leases are established, the organization will have the expanded space under its control for the same duration as management control of the building.
Noise/Environment
We will ensure various environments are created without disturbing others. This will be required primarily around group and single seating to ensure privacy and comfort. As the second floor will serve as an entertainment venue, it is important to soundproof spaces appropriately.

Relocation of Student Services
As the second-floor expansion will require storage and bathroom facilities for optimal event functionality, certain WUSA services may require relocation within the SLC. With this expansion, spaces for service operations are available for occupancy.

Technology
For the space to be successful, modern A/V solutions, digital entries, and engagement opportunities in addition to self-service programs will be the pinnacle to a modern and high tech/touch space. WUSA’s IT leaders and external consultants will help build solutions that provide a modern service delivery. Utilizing IOT/Smart devices, such as lighting and sensors can help section off and create lighting moods.

Building Code/Obstacles
As the project calls for an expansion to a building that was built in 1967, we will find materials and encounter scenarios that may increase project scope and/or overall resources. Many of these elements are unpredictable, and a contingency will be built into project estimates to ensure special challenges during construction can be mitigated.
Project Success

Seats Taken
Ensuring the usage of the seats and space created will be a key indicator of project success. As 400+ seats will be available (a 300% increase), a rise in traffic to the Student Life Centre will follow suit. This increased traffic will result in increased food, beverage, and retail demands, as well as event and service participation/uptake from our membership.

Brand Awareness
A new SLC entrance will be installed where the patio currently sits. This will technically be inside our establishment, allowing us to customize the experience and welcome students with elements of the WUSA brand: sharing the story of why we built the lounge, highlighting our values and connecting the lounge to our promise to enrich the undergraduate experience.
Student Events
The return of bookable event space will offer WUSA’s clubs and services an affordable and accessible venue, suitable to host various social and special events.

Student groups could once again apply to subsidy annually for special events to waive the booking fee of the space. In the past, this has been absorbed by the VPSL operating budgets to promote campus events and increase feasibility for more student groups to host events. This would normally cover operating fees, including staffing, setup, takedown, repair and maintenance. This will ensure campus events continue to promote safety, increase accessibility and keep student dollars in students’ pockets.

Food & Beverage
WUSA’s food and beverage program currently captures 600-800 customers daily, with just a convenience store and a commissary servicing partner outlet. The Bombshelter Pub serviced an average of 250 patrons daily through the food/beverage program.

Our commercial team is confident that the new restaurant/bar will successfully capture 250+ patrons daily. The restaurant/bar program will be built to service 1000+ patrons daily.

With a focus on excellence by delivering amazing food and beverages, seating our members quickly, a profitable program can be put together.

Student Employment
The projected student income generated with these operations can range from $500k-$1M in new student employment. These jobs help our members balance their work and school life, while earning wages to support their needs (rent, books, tuition). Increasing student jobs on campus will be a major win.
Financials

A comprehensive funding strategy will highlight costs, projected revenues and student fees required to successfully fund the construction of the project.

Original Scope of Project ($2.9M)
- 6500 sq ft renovation (roughly twice of a tennis court)

Revised Scope of Project
- 9000 sq ft renovation
- 6000 sq ft addition

Overall Construction Estimate: $TBD (preliminary estimate, awaiting Class D estimate from architect)
Further Reading - Research

We’ve compiled research on what aspects of the physical environment aids relaxation and recharge. Below is a summary of two student surveys with links to the full reports.

Spring 2019 Student Survey

In 2019, we asked students to share what they would like in The Bombshelter Pub space. We released the survey in the spring term and had 3,206 students respond.

We learned that students spend an average of 15.77 hours on campus outside of class. STEM students reported they spend approximately 16.73 hours outside of class, 2 hours more than non-STEM students at 14.72.

Students also reported they would visit a full-service restaurant, like The Bomber, less than once per week (35%) or never (25%).
A full-service restaurant would go against the consumption desires of 60% of the student body.

We also learned about their desire to try new drinks, snacks and food. Students told us they were hoping for a traditional pub, a board game café, or an eat-and-play concept.

The biggest insight came when we used the text analyzer to review the long-form questions and explore why students chose what they did.

**Emphasis on friends**

From all the data, it was clear that students were the most excited to hang out with their friends.

We took this insight forward when developing the lounge concept. The lounge would be a place where students can grow friendships, celebrate and create memories.

The full-service model for The Bomber was always a challenge for students who don't have much time between classes.

It’s clear The Bomber’s customer service funnel caused negative friction between the staff and our customers that we see reflected in the feedback on customer service.

Students continue to be concerned about food cost, food quality, atmosphere, speed of service and the ability to get a drink. The lounge space will satisfy these needs in multiple ways.

- “with friends” came up more than anything else.
- Students are looking for a “a free open space where we can go to relax and socialize (a setting that does not feel like school).”
- “more aesthetically pleasing, [a] casual hangout atmosphere with lounge chairs and pool tables, darts, and other games, a second food court/lounge.
focused on speed and quality. This drives more towards the self-serve model giving more control to the customers.

“Williams-style service: Order and pay at a counter, take a number, sit down and chill. Speeds up the service time and students would be more inclined to get food there between classes as they wouldn't have to wait to pay.”

Many more sought a lounge space, akin to the MC Comfy, where any student could grab a coffee/drink and a snack from the bar, or order a good meal between classes, while sitting in a social environment with friends.

including a bookable party/event space for larger parties by expanding to an “upstairs Bomber patio” style which could provide support for parties from 6-15.
• generally, students expressed desire for a relaxed lounge, study, and social concept in the space that would allow them to order food, get drinks, and get a reprieve between classes or after a long day.

The report ends highlighting that the new concept needs to develop an atmosphere we can be proud of:

• **Place to relax with friends** and create lasting memories.
• Sharing experiences
• **Give control to the customers**: service model; suggestions for the upgrades

To go deeper on some of these insights and view the demographics, please view the full report here.
WUSA Lounge Space Survey

After developing and refining the concept for the undergraduate student lounge we went to the students again to get feedback on what they would like the layout of the space to incorporate.

This time, we had 1605 students respond. We discovered how they felt about service levels, what time of day they’d be most likely to visit (4pm-8pm), and how they’d like to see the space used (more for social activity, relaxing and study).

For the social aspect of the lounge students ranked pool tables, tabletop games, and ping pong or foosball at the top. Other notable choices focused on the atmosphere with a living wall, a water feature or an aquarium, plants and creative lighting.

For the relaxing aspect of the lounge, students overwhelmingly chose nap pods, which unfortunately, we don’t think we can execute. A close second however, was a massage service, which we may offer periodically with a space for yoga, calming scents and hot towels.

For the studying aspect, students would appreciate group study rooms, cubicles and private stalls to change and prepare for interviews.

When asking about food and drink there was a strong emphasis to make sure alcohol is incorporated. They would also appreciate a high-quality snack bar.

Affordability continues to be a concern; they’ll be in good hands as we’ve provided affordable food options for several decades on this campus.

To check out demographics and view charts of the data please view the full report here.
WUSA Student Lounge
- This re-engineered space will welcome our members any time of
day, no matter the size of group or whether they want food or
drink.
  - A renovation and two-story building expansion
  - Doubling the capacity to seat upwards of 450+
  - Total square footage of 14,000+
- The Bomber served 1000-2000 per week
- The Lounge will handle 1000-2000 students per day

New Focus
Relax & Refresh
- Provide modern, lounge furniture fixtures that promote
  wellness, blood circulation, relaxation
- Provide easy solutions for booking rooms, day lockers, other retail/service engagements
- Décor, music, plants, and staff training for this space will
direct students’ minds peacefully away from the stresses
of student life
- Natural lighting will aid in creating a comfortable and
  relaxing environment
- Modern gender-neutral & international bathrooms

Reconnect
- Increase seating from 160 to 450+ capacity
- Mixed seating (single to groups up to six)
- Connect workstations, laptops/devices charge, print/copy/scan
- Bookable event venue upstairs; 250+ standing room for
  social bar nights, info sessions, club events

Refuel
- Outside food is welcome
- Order food and drinks directly to your seat
- Full beverage/café with bistro food menu
- Exclusive features: sparkling bottle refills or barista
  program with student-friendly pricing

Sustainability
- Renewable and sustainable materials
- Energy efficient; gas, electric, water fixtures
- Explore solar technologies
- Engage with UW’s hired sustainability consultants
- Sustainable waste disposal services; garden & composting

Accessibility
- Top priority: elevator solves largest physical barrier

• Accessible and gender-neutral washrooms; first on
  campus
• Lounge is more accessible than a pub when welcoming
• Alcohol will never be a focus; not accepted by some
  religions & health/wellness.
• Omni-channel ordering; order on your phone
• Seating for all body types; small & large
• AODA approved food & beverage menu/signage

Basement
All maintenance, inventory, and supplies units should be hidden.
Management offices
Storage rooms
Staff changerooms/washrooms

Main floor
A warm welcoming experience every time.
Lounge – accommodate single and group seating
Restaurant – quickly delivered to your seat; fresh, modern &
  comfort dishes without the waiting for full-service dining
Bar – enjoy a beverage; cocktails, sodas, juices, barista program
  and international drinks. Sit at the bar or order to your seat
  Washrooms

Upper Floor
Lounge setup majority of the time; can be booked for functions
  evenings and weekends
Multi-event space – Social programing space for events
Satellite bar – Service events and private functions
Bookable meeting rooms – Large council/board chamber with
  premium chairs and fixtures
Washrooms
Catering facility (existing) – the current kitchen facility will
  service the upper floor for events with extensive food and
  beverage program

Students are looking for “a free
  open space where we can go
to relax as well as socialize (a
setting that does not feel like
school).”

Financials
Original project scope
6,500 sq ft renovation
Revised project scope
9,000 sq ft renovation
Awaiting Class D estimate from architect.
Vice President, Education
Council Report

Megan Town
December 2020
1.0 Monthly Summary

1.1 General

It has been an exhausting month with the OUSA and UCRU advocacy weeks back-to-back. Check out @OUSAHom and @UCRU_can to see all the great pics! I’ve also attached the briefs so everyone can take a look at what we are advocating for.

The end of fall term really snuck up on me! I’ll provide end-of-term reporting including committee summaries and AVP updates with my January Council Report. Thank you for understanding that November is a busy month and feel free to reach out to me if you have any questions!

1.2 Communications

- Release of two OUSA papers that WUSA authored on
- Phone interview with Ottawa Citizen on the impacts of COVID-19 on students’ mental health (through OUSA)
- Comment for local paper on international students returning to Canada (through WUSA)

2.0 Projects & Goals

2.1 Teaching and Course Quality in Response to COVID-19

The survey analysis is nearly complete, and the report might be ready to circulate by time we meet!

2.2 WUSA Town Halls

No significant updates since my last report.

2.3 Student Research Program

No significant updates since my last report.

2.4 Expanding Research Capacity

I participated in interviews for our new full-time research staff. Very exciting!

2.6 External Advocacy

It’s been a very busy month for external advocacy. With OUSA and UCRU I served as a team lead for a meeting group to facilitate discussion. UCRU also engaged in a strategic planning exercise where we discussed some of the goals, strengths and weaknesses of UCRU. There are a few MP and MPP meetings leaning into the next
week or two as I return my attention to some of the work WUSA is doing, particularly with regard to international students.

2.7 Student Safety Committee

Unfortunately, I have not had the opportunity to follow up with our working group leads and meet with the committee again. I hope to provide a more salient update at the next Council meeting.

2.8 Additional goals

I am still hoping to begin thinking about the organization’s advocacy and communication processes. I have some policy work outstanding on my list as well.

3.0 Key Meetings

I invite questions on details about any of these meetings.

3.1 WUSA

- Meeting with math caucus on survey
- WUSA/GSA monthly connect
- ERC
- UW GR update meeting

3.2 University

- Senate Undergrad Committee
- Meeting on data agreement with registrar’s office
- Co-op C3 working group

3.3 External

- Region of Waterloo Council Chair, Karen Redman
- OUSA SC meeting
- OUSA Student Advocacy Conference (~14 meetings with MPPs for me and ~50 in total for OUSA)
- UCRU Lobby Week (~7 meetings with MPs for me and ~50 in total for UCRU)
Students are concerned about their ability to afford post-secondary education as the province continues to respond to COVID-19.

OSAP calculations often do not account for the fact that many students and families have lost their jobs or missed out on employment opportunities in 2020.

Students are also worried about how the pandemic will affect their ability to secure employment and repay their OSAP loans after graduation.

**ACCORDING TO OUSA’S ONTARIO POST-SECONDARY STUDENT SURVEY (2017):**

- Approximately 70% of respondents said they were either somewhat (41%) or very concerned (30%) about having enough money to complete their education.
- 50% of students said they anticipated their post-graduation debt being very burdensome, and only 2% said they did not anticipate any burden at all.
- 66% of students whose parent(s)/guardian(s) earned $25,000 or less anticipated their post-graduation debt being very burdensome.

**ACCORDING TO THE CANADIAN ALLIANCE OF STUDENT ASSOCIATIONS (CASA) CANADA-WIDE “STUDENTS ARE STILL WORRIED” SURVEY:**

- 45% of students said they would be relying more on government loans as a result of the pandemic.
- 75% of students said the pandemic would have a lasting impact on their own financial situation beyond this year.
- 75% of students said the pandemic would change their employment situation beyond this year.
- 2/3 of students said COVID-19 had impacted their own finances or the finances of their parents/family.

**ACCORDING TO STATISTICS CANADA, “COVID-19 PANDEMIC: FINANCIAL IMPACTS ON POSTSECONDARY STUDENTS IN CANADA”**

- Among post-secondary students aged 20 to 24, the employment rate fell from 52.5% in February 2020 to 28.9% in April 2020.
- 70% of continuing post-secondary students said they were very or extremely concerned about how the pandemic would impact them financially.
- More than four in ten students were very or extremely concerned about their ability to keep up with their current expenses (44%), pay for next term’s tuition (46%), or afford next term’s accommodation costs (43%)
- 47% of students said they were very or extremely concerned about having to take on more student debt as a result of COVID-19.
- 67% of young people reported being very or extremely concerned about having no job prospects in the near future.
To ensure students have the financial support they need, the provincial government should:

1. Eliminate expected parental, spousal, and individual contributions in OSAP calculations.
2. Increase OSAP grants for students who need additional financial assistance to start or continue post-secondary education.
3. Review its student financial aid program for the 2020-2021 year to assess opportunities for temporary spending towards students with greater financial need.

To ensure recent graduates are able to repay their OSAP loans, the provincial government should:

1. Reimplement the moratorium on OSAP loan payments and interest until September 2022.
2. Implement a two-year, interest-free grace period after graduation.
3. Set the interest rate on OSAP loans to the government's borrowing rate, Canada's prime rate, or an average inflationary adjustment—whichever is lowest.
Students see value in work-integrated learning opportunities:
- allows for skill building
- prepares them for the workforce
- sets them up to earn more post-graduation

However, COVID-19 has had a detrimental impact on the availability of WIL opportunities for students.

**RECOMMENDATION:**

The provincial government should re-invest $68 million over three years in the Career Ready Fund to incentivize employers to create more job opportunities for students and recent graduates.

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Concerns about the quality of online learning have been exacerbated by the swift, mass transition to online delivery methods.

The current Quality Assurance Framework from the Ontario University Council on Quality Assurance does not formally assess the quality of online courses.

**STATS**

- 86% of students who participated in a work-integrated learning opportunity felt it was beneficial to their educational experience (2017 Ontario Post-Secondary Student Survey)
- 35% of students reported a delay or cancellation of their work placement as a result of the pandemic (Stats Canada, crowdsourcing data)
- 75% of students who had a job related to their field of study during their postsecondary education were employed full time three months after graduation

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Students are concerned about final examination practices in the current online context:
- privacy and security issues
- appropriate final examination pedagogy
- accessibility for students with limited internet access

**RECOMMENDATIONS**

1. The provincial government should task eCampus Ontario and Contact North with consulting experts and faculty with developing a framework for the development of quality online courses.

2. The Ontario University Council on Quality Assurance should expand Institutional Quality Assurance Processes (IQAPs) requirements to include program delivery criteria for online courses and include an assessment of online learning in its Final Assessment Report.

3. The Higher Education Quality Council of Ontario should conduct research on the effectiveness and fairness of final examination practices and establish a best practice framework for final examination pedagogy.
Students have created more than a dozen social media accounts to share experiences of racism on campus, including:

- Queen's University - @stolenbysmith
- University of Ottawa - @untoldduottawa
- Western University - @blackatwestern
- University of Waterloo - @equityforwho

Instructors in academic spaces often lack understanding of the diversity of the student population and some pedagogical methods or content reinforces oppression in the classroom.

Initiatives intended to increase access for underrepresented groups cannot always be consistently and thoroughly evaluated, due to lack of information.

Neither Statistics Canada nor the provincial government collects data on experiences of marginalized groups on campus.

There is a distrustful relationship between campus security personnel or Special Constables and racialized students due to institutional discrimination and implicit bias.

Racialized students may experience greater physical or emotional barriers as a result of police brutality when interacting or attempting to interact with campus security personnel and police.

There is minimal research to show the effectiveness of campus security and/or Special Constables on campuses.

### Recommendations

1. **The provincial government** should mandate universities establish a baseline, minimum standard level of training to provide faculty and student-facing staff with inclusive educational tools and sensitivity training and principles.

2. **The provincial government** should develop a common standard for universities to collect demographic data for the purposes of furthering the goals of a comprehensive access strategy.

3. **The Higher Education Quality Council of Ontario** should conduct research on the effectiveness of police on campus and their effect on Two Spirit and LGBTQ+ students as well as racialized students.
Post-secondary students continue to face unique mental health challenges stemming from a variety of factors, including financial insecurity, pressure to achieve high grades, and uncertainty over post-graduation employment.

As Ontario continues to respond to COVID-19, students have also experienced anxiety and uncertainty around whether they will be able to complete their education.

Students often face significant wait times when attempting to access mental health supports, and these services do not always address their needs effectively.

**WHAT HAVE WE HEARD FROM STUDENTS?**
Post-secondary students continue to face unique mental health challenges stemming from a variety of factors, including financial insecurity, pressure to achieve high grades, and uncertainty over post-graduation employment.

As Ontario continues to respond to COVID-19, students have also experienced anxiety and uncertainty around whether they will be able to complete their education.

Students often face significant wait times when attempting to access mental health supports, and these services do not always address their needs effectively.

**STATS**

**In a 2020 University of Toronto study,** researchers observed reduced wellness and increased psychological distress among students who had not experienced mental health concerns prior to COVID-19. Findings suggest that this distress may be the result of isolation and loneliness among these students.


**Within the previous year:**
- 53% of students had felt so depressed it was difficult to function
- 69% of students had experienced overwhelming anxiety
- 17% of students had seriously considered suicide
- 3.1% of students had attempted suicide

Source: Spring 2019 National College Health Assessment —Ontario Reference Group

**According to Jack.org’s 2020 Youth Voice Report:**
- Data collected from 16 campuses across Canada indicates that university students may have to wait, on average, between 3 to 4 weeks for on-campus counselling, with some schools reporting wait times of up to 8 weeks
- 94% of post-secondary survey respondents reported that academic stress creates mental health struggles for them and for their peers
- Only 37% of respondents reported accessing digital mental health services during COVID-19 (compared to 57% accessing mental health services generally before the pandemic). Further, only 44% said they believed that digital services would meet their mental health needs.

**RECOMMENDATIONS**

1. **The provincial government should**
   Communicate the respective responsibilities of each ministry that has a role in meeting the mental health needs of post-secondary students, ensuring there are no service gaps.

2. **The provincial government should**
   Provide dedicated funding for community-based mental health providers to supply culturally relevant and diverse counselling on campuses.

3. **The provincial government should**
   Through the Ministry of Education, develop a mandatory K-12 curriculum that emphasizes resilience and coping skills, ensuring that students will have an understanding of mental health concerns and the resources to effectively deal with them.
ADVOCA CY BRIEF PACKAGE 2020

Contents:
Student Financial Support
Supporting International Students
Undergraduate Research Opportunities
Access for Indigenous Students

Undergraduates of Canadian Research-Intensive Universities (UCRU) is a coalition of student associations whose mandate is to advocate for an affordable, inclusive and high-calibre undergraduate university education with opportunities for increased access to undergraduate research. Our coalition began in 2015 to advocate on issues that disproportionately and uniquely affect undergraduates from Canada’s U15 universities – which is what sets our strategic advocacy priorities apart from other student advocacy organizations at the federal level.

UCRU acknowledges that our members live, work and study across Canada on the traditional and unceded territory of many Indigenous peoples including the Cree, Dené, Métis, Sioux, Huron-Wendat, Attawandaran, Anishinaabeg, Haudenosaunee, Leni-Lunaape and the many distinct Coast Salish peoples.

UCRU is committed to advocating for the needs of Indigenous students and furthering Indigenization, decolonization, and reconciliation in our communities and beyond.
SUMMARY OF RECOMMENDATIONS

Student Financial Support

1. Invest $230 million dollars per year to implement a 2-year grace period on all federal student loans for new graduates.
2. Increase the 2019 Canada Student Grants by $1200 per student for the 2021 federal budget.

Supporting International Students

3. Make $20 million dollars available to support Student Work Placement Program opportunities for both international and domestic students.
4. Include international students in the Youth Employment and Skills Strategy.
5. Prioritize international students in Canada’s Immigration Levels Plan.

Undergraduate Research Opportunities

6. Invest $15 million dollars per year to expand the Undergraduate Student Research Awards Program to 3,400 students annually in health, humanities, and social science research.
7. Prioritize projects that fulfill a ‘future global challenge’ as identified by the SSHRC.

Access for Indigenous Students


Undergraduates of Canadian Research-Intensive Universities is a coalition of student associations from across Canada. We represent over 250,000 students from ten U15 universities. Learn more at ucru.ca
STUDENT FINANCIAL SUPPORT

INCREASE STUDENT FINANCIAL SUPPORT TO ENSURE STUDENTS RECEIVE ADEQUATE TRAINING TO ENTER THE WORKFORCE.

1. Invest $230 million dollars per year to implement a 2 year grace period on all federal student loans for new graduates.

The long-term implications of COVID-19 will have an enormous impact on students as they enter the workforce. These impacts have already begun to emerge, as a survey completed by Abacus Data found 75% of students say COVID-19 will have a lasting impact on their financial situation beyond this year.

Furthermore, graduating into economic uncertainty can be detrimental for many students’ careers, as this leads to initial earning losses of 30-40% after graduation. Implementing a two-year grace period on student loans for all new graduates relieves some financial burden and enables students to gain more financial stability.

According to Statistics Canada, the average student takes on $28,000 dollars in debt while pursuing an undergraduate degree.

By extending the National Student Loan Grace Period for new graduates, the government will assist students training for good jobs while taking on less debt, supporting Canadians and stimulating the Canadian economy in response to COVID-19. With less pressure on repaying their student loans, students will be able to reconceptualize their life plans, moving towards home ownership and entering the middle class sooner than was possible before.

Statistics Canada’s research highlights that 54% of students graduate with debt, and the average student takes on $28,000 in debt while pursuing an undergraduate degree. Therefore, UCRU urges the Government of Canada to invest in a two-year grace period on all new graduates’ federal student loans, which will undoubtedly have a positive impact on 1.4M students in Canada, their families, and the entire Canadian economy. This investment will reduce students’ financial stress, allowing students to engage in the economy, achieve their goals, receive training for new jobs, and join the middle class.

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1. National Bureau of Economic Research, 1050 Massachusetts Ave., Cambridge, MA 02138; 617-868-3900
3. Ibid.
2. Invest $1 billion to increase the 2019 Canada Student Grants by $1200 dollars per student for the 2021 federal budget.

This investment was included in the Liberal Party’s 2019 election platform and would go a long way to support students through this prolonged economic uncertainty. For most jobs, a degree or diploma has become a prerequisite to entering the workforce in the 21st century, with Universities Canada identifying that 80% of top jobs require a university degree. However, for many Canadians, financial barriers serve as a significant hurdle to accessing post-secondary education. Following the outbreak of COVID-19 in March, the Government of Canada increased grants available to $6000 dollars for full time students and $3600 dollars for part time students.

This response was needed, as 29% of all post-secondary students lost all of their predicted or planned summer income, impacting their ability to pay for school. Though the support for the 2020-2021 academic year is appreciated, the pandemic will have a lasting impact on students’ finances, as around half of all students are extremely concerned about taking on more debt because of COVID-19. Canadian students need continued financial aid to ensure that they can pursue post-secondary education through the coming economic uncertainty.

Ensuring affordable access to post-secondary education can bolster our economy, help train Canadians for future jobs, support young Canadians’ financial futures, and build our middle class.

To ensure the long-term success of students in Canada, the government should increase the 2019 Canada Student Grants levels by $1200 dollars for the 2021 federal budget.


5. Universities Canada, “80% of top jobs require a university degree.”

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SUPPORTING INTERNATIONAL STUDENTS
INVEST IN STUDENTS TO KEEP TOP TALENT IN CANADA AFTER GRADUATION.

3. Make $20 million dollars available to support Student Work Placement Program opportunities for both international and domestic students.

International students are a vital part of the Canadian economy, contributing $22 billion dollars annually. The government’s support for co-ops and internships through the Student Work Placement Program is invaluable to facilitating career opportunities for students. However, employers cannot currently access these programs when hiring international students. This can cause an unfair hiring bias towards domestic students which denies international students the same valuable experiences.

On top of training them to enter the workforce in the future, Canadian work experience helps international students prepare to apply for a post-graduation work permit. In order to address Canada’s skilled labour shortage, we must work to retain our students after they graduate. International students who receive training in the Canadian workforce will be more likely to remain in Canada after graduation while contributing to Canada’s economy and workforce. To incentivise employers to hire international students, we recommend that the government create a stream of Student Work Placement Program funding which is available for hiring international students and domestic students. We propose a $20 million dollar investment which would fund positions for up to 7,000 additional domestic and international students to help achieve this goal.

Canada is competing with countries around the world to attract international talent.

 supporting our international students alongside domestic students will create an attractive landscape for these young people. Therefore, UCRU recommends that the government match funding currently available to domestic students by allocating $20 million in the Student Work Placement Program to be available for both international and domestic Students.

4. Include international students in the Youth Employment and Skills Strategy.


8. Lewington, Jennifer, “Why universities are trying to recruit overseas students from as many places as possible,” Macleans, November 4, 2019.
UCRU was excited to hear about the government’s investment in employment through the Youth Employment Skills Strategy.

We believe that this support will be invaluable for our students as they seek employment and contribute to the Canadian economy over the next year.

Now, more than ever, employment for our international students is critical for their success in school. International student tuition is typically three to five times higher than domestic tuition. This means that finding employment is even more critical for our international students. In order to support them in finding a job during this difficult time, UCRU recommends that the government support projects targeting international students in the allocation of the Youth Employment Skills Strategy funding.

5. Prioritize international students in Canada’s Immigration Levels Plan.

UCRU believes that immigrants are key contributors to Canada’s culture and economic prosperity. We are looking forward to welcoming many new immigrants to Canada in the coming years. International students are a critical avenue that Canada can use to bring skilled workers into the Canadian workforce.

After studying in Canada, international students have become acquainted with Canada, gained valuable work experience and often wish to stay here and contribute to the Canadian economy. However, these students face many barriers to permanent residency. Currently, summer employment and co-op work experiences cannot be counted towards Express Entry pathways despite fulfilling a similar purpose. This concern showcases one of the challenges UCRU identifies with the current Express Entry programs.

COVID-19 has posed specific challenges for international students that will impact their ability to achieve permanent residency after graduation. Rising costs of international tuition, concerns about travelling to pursue their education and a shrinking job market that prioritizes domestic students all make it more difficult for international students to settle in Canada after they are finished their degrees.

In light of COVID-19, we recommend that the government extend post-graduation work permits for all international students by 2 years, allowing for ample time to satisfy permanent residency work experience requirements.

More than 80,000 international students will graduate in Canada this year.9 This extension would be critical in allowing international students to gain their required work experience despite the current job market.


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UNDERGRADUATE RESEARCH OPPORTUNITIES

INVEST IN UNDERGRADUATE RESEARCH IN HEALTH, SOCIAL SCIENCE, AND HUMANITIES RESEARCH.

6. Invest $15 million per year to expand the Undergraduate Student Research Awards Program to 3,400 students annually in health, humanities, and social science research.

At present, the Natural Sciences and Engineering Research Council (NSERC) strives to support students in their studies while fostering innovation in the natural sciences and engineering. The Council achieves these goals in part through the provision of research scholarships available at every stage of study, from undergraduate to postdoctoral. Working in parallel with NSERC, the SSHRC “supports postsecondary-based research and training in the social sciences and humanities,” while the CIHR seeks to train and support health researchers. Despite the similar goals of NSERC and SSHRC, NSERC is the only member to holistically fulfill its mandate through the inclusion of any undergraduate programming, namely via the provision of Undergraduate Student Research Awards (USRAs).

The USRA is a comprehensive award in the value of $4,500 plus institutional contribution for undergraduate researchers.

Successful applicants become immersed in high-level research training for 16-weeks, representing a crucial opportunity for work-integrated learning at the undergraduate level.

Across UCRU’s member institutions, undergraduates comprise on average 80% of enrolled students. Yet, those enrolled in the humanities, health and social science programs have few opportunities to receive research training beyond the classroom.

Utilizing the existing USRA infrastructure in use by NSERC, UCRU recommends the government commit $15 million to extend opportunities to 3,400 undergraduate students in the humanities, social sciences, and health fields. On the microscale, research opportunities - which are generally lacking in the humanities, health and social sciences - improve employability and foster the development of transferable skills in new graduates.

In fact, leaders across industries hold degrees in the social sciences, health and humanities more often than any other course of study. These leaders are defined by their skills in critical thinking, complex decision-making, and creative exploration, which are all but essential in the age of artificial intelligence.

As of April 30th 2020, a higher percentage of confirmed positive COVID-19 tests were observed in neighbourhoods with the highest ethnic concentration, greatest material deprivation, and lowest income, as compared to the least marginalized quintiles of each measure. Similarly, groups with the highest percentage of people from racialized communities, newcomers to Canada, those with lower education levels, and higher rates of unemployment, had higher rates of COVID-19 cases and hospitalizations. This highlights the need for social science, health and humanities research, as equitable social services like healthcare is as important as ever during COVID-19. These challenges can be addressed by investing in timely and topical research.

Social sciences, health and humanities fields are uniquely suited to engage with socioeconomic gaps and aid the Government of Canada in developing evidence-based policy to solve them.

This work requires robust support from students at all levels of their post-secondary career, beginning with undergraduates. One thing is for certain: “choosing to overlook the impact on the social determinants of health is not a prescription for a healthy Canada.”

14. Canadian Public Health Association, “What are the social determinants of health?”

Undergraduates of Canadian Research-Intensive Universities is a coalition of student associations across Canada. We represent over 250,000 students from ten U15 universities. Learn more at ucru.ca
ACCESS FOR INDIGENOUS STUDENTS
REDUCE FINANCIAL BARRIERS FOR INDIGENOUS STUDENTS TO ACCESS POST-SECONDARY EDUCATION


The Post-Secondary Student Support Program (PSSSP) is an integral part of ensuring that Indigenous students can pursue post-secondary education in Canada. The PSSSP provides funding for Indigenous students through their bands and is consistent with the principle of First Nations controlling First Nations education. In 2019, the Federal Government invested $327.5 million over five years in supporting the PSSSP, marking a great investment in post-secondary education for Indigenous students.\(^{15}\)

Education is a reliable detriment of future job opportunities and income.\(^{16}\) However, there has historically been a disparity between Indigenous and non-Indigenous populations’ rates of educational attainment.\(^{17}\) The Truth and Reconciliation Commission acknowledged this gap through recommendation #7 which is aimed at closing educational and employment gaps between Aboriginal and non-Aboriginal Canadians.

The disparity in access to education results in negative outcomes for Indigenous students & their communities, our university communities, and for Canada. Engaging more Indigenous people in higher education would create multifaceted positive outcomes for the nearly 1.5 million Indigenous Canadians and kick start economic growth across Canada.\(^{18}\) This improvement in education would add up to $7 billion to Canada’s gross domestic product.\(^{19}\) By investing in Indigenous peoples’ access to post-secondary education, we are investing in Canada.

An additional investment in the PSSSP is in line with Truth and Reconciliation Commission’s recommendation #11, which calls to provide adequate funding to end the backlog of First Nations students seeking a post-secondary education.\(^{20}\)

18. Ibid.
19. Ibid.
UCRU continues to hear concerns about the backlog of First Nations students seeking post-secondary education that spans generations, with parents unable to receive funding even when their children graduate from high school.

To ensure access for all willing and qualified Indigenous students, the Government of Canada should invest additional money in the Post-Secondary Student Support Program up to the required levels calculated by the Assembly of First Nations to remove financial barriers to Indigenous students accessing post-secondary education. This investment will allow Indigenous students obtain the training and experiences they need to succeed in a changing economy and contribute to stronger economic growth for all Canadians through post-secondary education.

CONTACT

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Vice President Student Life
Council Report

December 2020

Prepared by: Nada Abouelnaga

Waterloo Undergraduate Student Association
Formerly known as Federation of Students, University of Waterloo

wusa.ca
200 University Ave W, Student Life Centre, Room 1116, Waterloo, ON N2L 3G1
1.0 General Update

1.1 Services

- We have now completed hiring of Coordinators for the Winter term! This is a HUGE accomplishment as we are now embarking on paid coordinators!! Lots to do still particularly around training and other updates, but we are on our way!
  o Ratification of the incoming service coordinators to follow Appendix D (attached)
- Women’s Centre, Glow and RAISE Coordinators are meeting today with the incoming UW President as a quick introduction to them and their services. Very exciting!
- Attended the Eco Summit last week. WUSA got a few shout outs for our work on the clothing store and Sustainability Commissioner role.
- Planning is underway for the January Services Fair which will be a bit different this year but will still be engaging
- Brendan attended the Student Engagement Roundtable last week. WUSA is certainly on top of our game in terms of engagement, but lots of other groups are also doing some great stuff considering the covid times, including athletics, housing and the SSO.
- Working on updating Event Summary Forms, Event Forms and Cheque Requests
- Stock the Bank has ended. Point totals will be available next week! We had 5 teams participate this term.

1.2 Clubs

- Will be continuing to go through club info on wusa.ca to ensure its up to date
- New club applications are still going strong! The Clubs Manager got emails from at least 3 new groups over the weekend about starting clubs in the upcoming term
- Collecting info from WUSA Award Winners (just sent survey out on Friday) and sending out certificates/gift cards to winners
- The Clubs Manager is planning timeline of next term (what will training look like, how are we going to continue engaging clubs, timeframe of our initiatives and Clubs & Societies Community)
- Meeting with IT this week to continue work on the building of our Clubs Administration System
1.3 Special Events

- Wrapping up our last few events for the term (Volunteer Appreciation Night, Top Hits Music Bingo and our Study Distraction Contest!)
- Most of the event concepts have been finalized for Winter Welcome Week; waiting on some possible smaller additions to the week
- Working with the Alumni Office on potential wellness speaker series in late February
- Posting is up for volunteer Special Events Coordinator for the Winter term – this is once again a virtual role; the deadline is Monday, December 7th and interviews will be later that week/early the following

1.4 Orientation

- Becky is working with Meryl in the SSO on a couple of projects that will support the Orientation Advisors (description of decision-making structure and proposal for Academic Integrity expectations in O-Team members and other student volunteers in Orientation)
- Prepping for O-Team selection (creating the interview schedule, booking staff for their timeslots, updating questions)
- O-Team Q&A session 2 next Monday (session 1 was last week and had 6 people, asking great questions!)
- A little bit more recruitment work for the O-Team applications open for a little over two more weeks, and we already have plenty of qualified applicants!
  - Orientation Hiring Timeline adjustment for this year in recognition for allowing
- Review and assessment of results of O-Team compensation survey this week
  - Surveyed students from the last 3 year; results of the survey closed last week; survey results to be shared in the January meeting

2.0 Key Meetings

- Met with Charmain Dean on November 12th to discuss details about PART and the Community Collaborative.
3.0 Committee updates

3.1 Internal Administration Committee
- Over the past month, IAC has selected the winner of the WUSA Volunteer Awards presented at the Fall Volunteer Appreciation on November 26th
- We have gone through normal processes of reviewing and approving club applications and constitutions
- IAC has successfully gone over necessary documents during the process of reviewing RAISE, Women’s Centre and the Glow Centre
  - Summary of discussions that have occurred is Appendix A (attached)

3.2 Campus Life Advisory Committee
- CLAC has met and successfully gone over necessary documents during the process of reviewing RAISE, Women’s Centre and the Glow Centre
  - Summary of discussions that have occurred is outlined in Appendix A (attached)

4.0 Appendices

Appendix A: Service Review Update
Appendix B: Student-Run Services Council Report – Spring 2020
Appendix C: Coordinator Pay Implementation Guideline
Appendix D: Winter 2021 Incoming Coordinators
APPENDIX D - OTHER REPORTS

POLICY TEMPLATE

Policy Title: Ombudsperson Office  
Policy Number: 46  
Policy Class: Advocacy  
Policy Category: UA

<table>
<thead>
<tr>
<th>Effective Date: [DATE]</th>
<th>Approval Date: [DATE]</th>
<th>Last Revision Date: November 30th, 2020</th>
<th>Review Year: 2023</th>
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Sponsor: Abbie Simpson, President FY2021  
Attachment: None  
Responsible Bodies:  
Authority:  

Key Words: Ombudsperson, accountability, procedural fairness, conflict resolution

POLICY STATEMENT:
The Waterloo Undergraduate Student Association (WUSA) believes that the University of Waterloo should establish an Ombudsperson’s Office.

PURPOSE:
This policy will set advocacy direction for work on the creation of an Ombudspersons Office, or similar.

DEFINITIONS:
Ombudsperson - An official who is charged with representing the interests of the stakeholder groups - in this case students, faculty - by investigating and addressing complaints of maladministration or a violation of rights at the University.

SCOPE & EXEMPTIONS:
This policy relates only to the advocacy work of the President or designate and issues relating to the support and creation of an Ombudsperson’s Office at the University of Waterloo.

POLICY COMMUNICATION:
The policy will be posted on the Corporation’s website and internal network drives. University staff and administrators will be advised of the new policy via distribution by the President, or a designate.

POLICY:
1. The Waterloo Undergraduate Student Association believes:
   a. Students should be able to access services which support procedural fairness and just, reasonable outcomes for students; and
b. An independent ombudsperson should be empowered to provide a safe, confidential environment in which students can discuss a University-related problem or concern; and

c. An ombudsperson should be impartial – providing both students and the University of Waterloo with an independent stakeholder equipped to facilitate an equitable dispute resolution process; and

d. Students at the University of Waterloo should have access to an independent ombudsperson, or similar; and

e. Data and tracking of issues students face including discrimination, human rights violations, and adjudication of academic processes are not currently maintained, and this should be done by a neutral third party responsible for reporting and holding internal processes accountable

2. The Waterloo Undergraduate Student Association is concerned:

a. Many undergraduate students experience conflicts with a faculty member, an advisor, or university administration; and

b. Students can face serious conflicts and power imbalances that require support and advocacy that existing policies and campus stakeholders cannot fully provide; and

c. There are no accountability structures to ensure policy is appropriately followed nor ways to address issues that recur with a faculty member, advisor, or university administration

d. Lack of tracking and data reporting typically present at universities with ombudspersons has not been present at the University of Waterloo since the abolition of the Ombudsman’s Office.

3. Therefore, the Waterloo Undergraduate Student Association recommends:

a. Reinstitute an independent ombudsperson position to support procedural fairness and just and reasonable outcomes for all students.

b. The scope of the ombudsperson should include academic issues (e.g., grades, scholastic offenses, program requirements, instructor conflicts, etc.) and non-academic issues (e.g., tuition, residence, etc.).

c. The ombudsperson should also be responsible for accountability of internal processes and making recommendations to improve University policy and procedure

d. Selection and hiring, as well as reporting and accountability of the ombudsperson should include at minimum equal student representation

e. An Ombudsperson Office should be established in line with the Standards of Practice of the Association of Canadian College and University Ombudspersons as established by the International Ombudsman Association.

HISTORY:
April 4, 2017 – NEW Ombuds Office Policy.
March 2018 University adopts PAC-SMH Report including Recommendation #12: Faculty and Staff Roles.
Rewritten November 30th, 2020
COMPLIANCE AND ENFORCEMENT:
This policy has no compliance and enforcement plan, as is typical fashion with regard to advocacy policies.

APPENDICES: None.
POLICY TEMPLATE

Policy Title: President’s Anti-Racism Task Force  
Policy Number: TBD  
Policy Class: Advocacy  
Policy Category: UA  

Effective Date: [DATE]  
Approval Date: December 6th, 2020  
Last Revision Date: November 30th, 2020  
Review Year: 2023

Sponsor: Vice President Abouelnaga (FY 2021) and President Simpson (FY 2021)  
Attachment: None  
Responsible Bodies: Executive Committee

Key Words: equity, anti-racism, university committees, BIPOC student representation

POLICY STATEMENT:
The Waterloo Undergraduate Student Association believes that students should be included in decision making processes to ensure quality student experiences. WUSA will commit to working with the University to ensure PART runs with student interests and needs in mind while prioritizing safe, inclusive student involvement. We believe that for this committee to move forward in the best interests of students, the University should allow the Equity Office to have oversight and student leaders must be prioritized in consultation and dialogue.

PURPOSE:
This policy will set advocacy direction for any work related to the President’s Anti-Racism Task Force (PART) and any student involvement needed to advance items arising from PART.

DEFINITIONS:
President’s Anti-Racism Task Force (PART) – A task force created by the President of the University of Waterloo (“President”) to consult and execute all items relating to tackling systemic racism, anti-Black racism and anti-Indigenous racism on campus in response to calls to action from Black and Indigenous students, faculty and staff over the Spring 2020 term.

BIPOC – Refers to Black, Indigenous, People of Colour.

Community Collaborative – A forum of over 40 BIPOC volunteers brought together for broad consultation on the initiation and development of PART.

Equity Office – Department of the University’s Human Rights, Equity, and Inclusion Office.

Equity Data Working Group – A University of Waterloo working group tasked with the collection of race-based data.
SCOPE & EXEMPTIONS:
This policy guides the work of advocacy and WUSA’s involvement in the President’s Anti-Racism Task Force, Community Collaborative, and any advocacy concerning committees or workgroups related or stemming from the creation of PART.

POLICY COMMUNICATION:
This policy requires no communication plan, and shall be updated on various WUSA information storage systems and the website in the usual fashion.

POLICY:
1. Background:
   a. The President and the Vice-President Student Life have met with the University on multiple occasions to learn more about the work of PART. Within these meetings there has been little clear, direct communication of the work PART will be taking on.
   b. There is currently no clear distinction in the eyes of students between the work of PART and the Community Collaborative.
   c. The University has asked for student representation without a clear path as to what these students are taking on, the work they will be asked to do, and any timeline for their engagement.
   d. Therefore, the Waterloo Undergraduate Student Association must take steps to ensure students recruited to join these committees and working groups have adequate support from their Association and the University as a whole.
2. The Waterloo Undergraduate Student Association believes:
   a. Students involved on campus committees should understand the scope of the work they are taking up; and
   b. Any student involved on a campus committee or working group should be provided with the assistance of their student association; and
   c. To ensure success, a committee or working group should have a clear initial timeline and scope prior to being formed, though such a timeline and scope should allow for the working group to adapt and request changes to its work and timelines given the context of its preliminary findings; and
   d. PART should be under the leadership of the Equity Office to ensure meaningful relationship building with our students; and
   e. The University should have a standard method for data collection to ensure students are not repetitively sharing experiences with separate groups; and
   f. Students involved in any committee or working group related to PART should be compensated for their participation; and
   g. Work on PART committees and working groups should be led by BIPOC students.
3. The Waterloo Undergraduate Student Association is concerned:
a. The University is engaging in inefficient consultation with University stakeholders, including undergraduate students, without proper direction and coordination from PART; and
b. The University is not engaging with relevant active student groups; and
c. Students are unsure of the role they play in the creation and execution of items arising from PART; and
d. The University is engaging in equity work without the leadership of the Equity Office which best supports this work and has a record of accomplishment of working with our students; and
e. The University does not have standard practices for collecting race-based data and is proceeding without a well-defined process; and
f. The University has committed to compensating BIPOC students but has not further discussed this commitment with the student association.

4. Therefore, the Waterloo Undergraduate Student Association recommends:

a. The University should develop a clear timeline for committee and sub-group activities to ensure measurable actions are taken in a timely manner, and that students can hold the University accountable; and
b. The University should consult with WUSA before including undergraduate students to ensure WUSA can best support any student on a committee or sub-group and ensure broader communications with the student body; and
c. The University should move the leadership of PART to the Equity Office to ensure centralized forms of data collection from students to reduce duplication of student experience consultations; and
d. PART and the Community Collaborative should not move forward until the Director of HREI is hired; and
e. The University should instead focus their resources on the public commitments made by the President on August 19th, 2020[1]; and
f. The University should not engage in consultation until the work of the Equity Data Working Group has been completed to ensure a standard practice is in place for the collection of data and student experiences; and
g. All BIPOC students involved in the working groups’ activities who are actively sharing their experiences with the campus community are entitled to compensation.

HISTORY:
This is the first policy outlining advocacy work related to the President’s Anti-Racism Task Force and Community Collaborative.

COMPLIANCE AND ENFORCEMENT:
This policy has no compliance and enforcement plan, as is typical fashion regarding advocacy policies.

APPENDICES:
[1] President’s Update on August 19th, 2020: https://uwaterloo.ca/stories/university-commits-actions-address-systemic-racism
To the members of the WUSA executive board,

On humanitarian grounds, we, the undersigned, are petitioning WUSA to issue a statement of condemnation of the incommunicado detention of twelve Hong Kong youth activists who have been detained by Chinese authorities since August 2020.

From the 1960's student-led movement against Brazilian military dictatorship to the recent student-led protests against Lukashenko's administration in Belarus, universities have always been the rising grounds of opposing authoritarian regimes globally. It is also common, and almost a tradition, to see echoes of support between academic institutions and those who uphold universal human rights beliefs, wherever they may be.

The long running encroachment from the Beijing government against civil liberty in Hong Kong led to violent sieges of two university campuses last year. Thousands of canisters of tear gas, rubber bullets, and bean bag rounds were used against student protestors on their university campus.

Due to the COVID-19 pandemic this year and the imposition of a draconian National Security Law in July, the pro-democracy movement in Hong Kong have retreated. In place of headline-grabbing street clashes is the undercurrent of retribution under the new security law, which supersedes the established common law system that the people of Hong Kong are accustomed to.

Under the shadow of this ubiquitous law, many student activists have been arrested, a foreign judge in Hong Kong's highest court has also resigned in protest, and opposition lawmakers have been ousted from the Legislative Council by political strong-arm tactics.

It is under this context that in late August of this year, twelve young Hong Kong activists aged 16 to 30 were allegedly fleeing from Hong Kong to self-ruled Taiwan by speedboat. Among the twelve youths, one was a Portuguese national and two held British National Overseas passports. During their journey, they were intercepted by Chinese coastal guards and were detained obstinately for the crime of "illegal border crossing".

They have since sunk into the opaque and politicized judicial system in mainland China where they were denied legal assistance from lawyers, visits from family members, and any form of contact from the outside world.

We, the undersigned, are current students and alumni of the University of Waterloo who share great concerns like many from around the world -- from parliamentarians in Canada and the UK to international campaigners such as Greta Thunberg about the detainment of these twelve young activists. We are alarmed by the rather muted response from the international community in regards to this dubious, if not entirely unjust matter perpetrated by a regime that holds great clout in global affairs. This is especially evident when juxtaposed against other recent social affairs that have provoked loud and clear reactions from many institutions around the world, including our alma mater.

We, representing current students and alumni of the University of Waterloo, respectfully petition WUSA to follow suit fellow student organizations in McGill University in issuing a statement of condemnation of the incommunicado detention of the twelve young activists, and the deterioration of civil liberty and fundamental rights in Hong Kong.
The situation in Hong Kong has grown increasingly dire in recent months and the government of Canada has already taken positive actions to aid Hong Kongers coming to Canada\(^1\). Injustice anywhere is a threat to justice everywhere so we urge WUSA to do the same without hesitation.

Regards,

UW Alumni for Hong Kong

Waterloo Lion Rock Spirit

November 26th, 2020

Email: uw.alumni.petition@gmail.com; waterloolionrockspirit@gmail.com


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3. \(\text{https://news.rthk.hk/rthk/en/component/k2/1494810-20191127.htm}\)
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