

ALL POSITIONS FOUND IN THIS DOUCMENT
MUST BE RENEWED NO LATER THAN MAY
2024 IN A GENERAL ASSEMBLY

Dawson Student Union

POSITIONS



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Academic and Non-Academic Codes of Conduct

POSITION

The Union opposes the expectation that students will be representatives of their institutions at all times while off-campus.

The Union condemns the use of post-secondary institutional polices as they are applied to non- academic activities that take place off-campus at events that are not sanctioned by or affiliated with the post-secondary institution.

The Union opposes post-secondary education institutional codes of conduct that:

- seek to regulate or penalise the off-campus conduct of students;
- penalise students for political activity, including potentially disruptive behaviour;
- sanction or threaten sanctions that negatively impact a student's academic standing, funding, funding opportunities or employment;
- apply different standards to students than those applied to administrators, professors, or other employees of the institution;
- are not developed by a body comprised, in the majority, by students' union representatives;
- are not comprised of an independent third party comprised of and/or agreed upon by the students' union;
- do not provide the basic principles of natural justice including, but not limited to, the following rights: notice of the allegations, due process, a hearing to be held within a reasonable time frame, the ability to investigate the evidence, the opportunity to prepare for and present a defence, the presentation of witnesses, access to an impartial appeals process;
- place the burden of proof on the accused and not the accuser;
- do not provide students with appropriate legal council at no cost to the student;
- are applied to any students' union, group or campus organisation, or the registered leadership thereof;
- treat students acting individually, or as a representative of a students' union, club or campus organisation, who do not hold office or employ with the

institution, as “Representatives” of a university or college for the purpose of punishment;

- seek to compel students to report misconduct when it has happened or remove themselves from situations in which misconduct is occurring;
- are applied to online social, or other, networks sites, including but not limited to Facebook, Twitter, Google+, and MSN;
- limit, block, or hinder a students’ right to free expression, political activity, assembly, or any other right under the Charter of Rights and Freedoms and the United Nations Declaration on the Rights of Indigenous Peoples and the United Nations Universal Declaration on Human Rights;
- are applied in an arbitrary, invasive, biased, or discriminatory way; and
- seek to penalize students for any incident for which the individual has already been penalized under the Criminal Code of Canada, or any other ordinance or statute, including Dawson policies otherwise respecting the previous clauses.

Alcohol Awareness

POSITION

The Union endorses the principle of alcohol abuse awareness programs for post-secondary institutions.

The Arts

POSITION

The Union opposes state censorship and persecution of artists who express their sexual identity, or political, moral and/or religious beliefs through their art.

The Union supports an adequately funded autonomous Council which grants funding to independent artists as well as artists' organisations.

The Union supports the endeavour of groups which are actively working to maintain adequate funding for the arts community.

Authorship

Preamble

Creators have come to enjoy particular rights and responsibilities with respect to their intellectual and creative works, including but not limited to:

- the right to academic and public recognition of contributions as creator(s), including but not limited to authorship and citation;
- the right to choose when and how to publish/present intellectual and creative works, including a student's right to the unrestricted fulfilment of academic requirements;
- the right to fair financial compensation where financial compensation can be reasonably expected;
- the right to use and enjoy the intellectual and/or creative work;
- the responsibility to recognise both the immediate and future social implications of their work;
- the responsibility to recognise the broader social context in which intellectual and creative works are created; and
- the responsibility to recognise the public contribution to the creation of intellectual and creative works and the public's right to benefit from those works in a timely fashion.

POSITION

The Union recognises that the creation of intellectual and creative works is a result of the initiative, inspiration and work of groups or individuals within a broad social context.

The Union recognises the right of students to authorship and ownership of their works produced in the course of their academic study.

Commercialisation of Campuses

POSITION

The Union opposes the commercialisation of college campuses. This includes but is not limited to:

- selling space on college campuses for corporate advertising;
- advertising within educational materials including, but not limited to; the inclusion of corporate ads in course textbooks or mandatory equipment for classes; and
- enshrining corporate benefactors on to buildings, objects, public space, departments, faculties or schools.

Copyright

Preamble

Students both create and use artistic and literary material during their studies. While it is important to protect creators' copyright in these works, the rights of users of copyright material must also be considered because access to works is essential to the learning process.

Overly rigid legislation prevents individuals from accessing publicly available materials. It can prevent students, researchers, and scholars from willingly exchanging knowledge and information.

Those who argue for greater owner rights are frequently private and commercial interests while non-profit groups representing the public interest have fought to keep access to knowledge public.

POSITION

The Union opposes copyright legislation that prevents students from reasonable access to information on the Internet.

The Union opposes extended licensing in educational institutions that lead to increasing ancillary and user fees for access to academic material on the Internet.

The Union supports copyright legislation that achieves a balance between the rights of creators and users of copyrighted works.

The Union supports the move towards an information commons in which ideas and information are not property, but rather are shared heritage of humanity, as integral to Canada's and Québec's social and economic well-being.

Education

Preamble

An accessible education is one which is available to all applicants who wish to attend a post-secondary institution. The Union recognises that the class-stratified nature of Canadian society has worked to discriminate against most Canadians in their attempts to obtain quality post-secondary education. An accessible education should allow the individual student to pursue the education of her choice.

POSITION

The Union supports the:

- elimination of all financial barriers to a post-secondary education;
- progressive elimination of tuition and other incidental user fees;
- elimination of differential fees including, but not limited to, those applied to visa and out-of-province students;
- right of students to receive a post-secondary education in the language of their choice, including, but not limited to, French, English, and Aboriginal languages;
- right of students to attend the post-secondary institution of their choice, without additional financial burden;
- elimination of all other social and cultural barriers to post-secondary education which may affect people from an early age, including, but not limited to discrimination on the basis of race, colour, sex, language, religion, sexual orientation, gender, political affiliation, family status, socio-economic class, disability and/or special needs;
- removal of all conditions which might prevent disabled and/or special needs students from attending post-secondary institutions;
- right to the provision of universal, free, high quality child care;
- elimination of unnecessary impediments to program and course portability;
- elimination of barriers to accessibility resulting from geography;
- elimination of enrolment quotas; and

- implementation of a guaranteed minimum income for all students.

The Union condemns any systemic discrimination in any educational setting, including but not limited to the streaming of students into classes and programs of different academic status.

Ethical Purchasing

POSITION

The Union supports:

- joining and working with the Workers Rights Consortium to ensure effective implementation of Code of Conducts on apparel, textile and swag purchasing;
- the purchase of apparel, textiles, and promotional items that are produced by companies and subcontractors that uphold international labour standards in workplaces, promote workers' rights and their right to initiate unionisation drives; and
- the purchase of apparel, textiles and promotional items that are produced by companies and subcontractors that promote labour practices that are fair, equitable, free of harassment and discrimination, and create healthy work environment for the workers.

The Union opposes the purchase of apparel and promotional items that:

- are made using sweatshop labour or under unfair or forced labour conditions;
- are produced by a company or a sub-contractor that has been identified by the Workers' Rights Consortium to violate international labour standards; and
- are produced by private corporations who have a proven record of compromising labour standards, workplace safety or worker rights in order to promote increased profit.

Food Services
Local, Organic and Culturally Specific Food

Preamble

Food services and food service providers play an important role in providing adequate nutrition to students on campuses across Canada. As such, food services on campus must meet the cultural and religious needs of students, and to not do so would be discriminatory.

Appropriate meal options should also be provided to students who have, for a multitude of reasons, chosen to be vegetarian or vegan. It is also important to local economies and the environment to use foods that are locally produced. Students should also have the option of avoiding genetically modified foods and choosing organic food options.

POSITION

The Union supports:

- the provision of foods that are locally produced, organic, and culturally appropriate by food service providers on campus;
- the right of each and every student to have access to food on campus that is suitable to their personal beliefs, faith, and conscious choices and provides for a healthy balanced diet;
- open standards and policies for the identification of organic and genetically modified foods on campus; and
- the labelling of foods that contain animal or dairy products.

The Union opposes food service providers who deny access to culturally and religiously appropriate foods and food practices, or vegetarian and vegan food options because of claims of insufficient demand.

Exclusivity and Multi-Year Contracts in Food Services

Preamble

Food and beverage services and food and beverage service providers play an important role in providing adequate nutrition to students on campuses across Canada.

The current trend in food service and beverage agreements is for contracts offering exclusivity to providers. Environments free of exclusivity and multi-year contracts foster competition, such competition leading to better services at lower rates and with more options for students.

POSITION

The Union supports:

- the inclusion of students in food and beverage service contract negotiations and contract reviews;
- open and transparent food and beverage service contracts; and
- individual students' unions seeking space that is not under contract in order to provide alternative student-run food services

The Union opposes all exclusive food and beverage services contracts.

Freedom of Speech

Preamble

Freedom of speech is of paramount importance to the democratic functioning of public post- secondary educational institutions. In Canada, the freedom of conscience and religion, thought, belief, opinion and expression is a Constitutional right.

This valuable principle has been misused by individuals and organisations that seek to promote hate on university and college campuses across Canada. According to Section 319(2) of the Criminal Code of Canada, freedom of speech does not include hate speech. The Code states that “Every one who, by communicating statements in any public place, incites hatred against any identifiable group where such incitement is likely to lead to a breach of the peace is guilty of a) an indictable offence and is liable to imprisonment for a term not exceeding two years; or b) an offence punishable on summary conviction.”

The Supreme Court’s decision on R vs. Keegstra [1990] references Section 319 (2) of the Criminal Code, noting that “hate propaganda contributes little to the aspirations of Canadians or Canada in either the quest for truth, the promotion of individual self-development or the protection and fostering of a vibrant democracy where the participation of all individuals is accepted and encouraged.” Beyond these provisions within the Criminal Code, opposition to hate speech exists within a number of bylaws, human rights acts and codes throughout the Country.

POSITION

The Union supports the constitutional right to the freedom of conscience and religion; freedom of thought, belief, opinion and expression, including freedom of the press and other media of communication; freedom of peaceful assembly; and freedom of association.

The Union opposes the incitement of hatred against any identifiable individual or group on the grounds of but not limited to colour, race, religion, ethnic origin, place of origin, disability, gender identity, sexual orientation, reproductive choice or personal sexual practice.

Governance of Post-Secondary Institutions

POSITION

The Union opposes the domination of governance structures of post-secondary institutions by representatives of large corporations.

The Union supports the democratisation of the governing boards of post-secondary institutions and supports the right of representatives of students' associations to participate in the decision making process.

The Union believes that post-secondary institutions exist to serve students. Therefore, The Union supports increasing voting representation of students in governance to fifty percent.

The Union supports governance structures of post-secondary institutions being representative of and accountable to the communities served by these institutions, to achieve equitable representation of faculty, support staff and students and to include increased numbers of economically disadvantaged people, women, aboriginal people, people of colour, queer people, people with disabilities, language minorities, International, mature and part-time students and student association representatives.

Harassment Prevention and Grievance Policies

POSITION

The Union supports and encourages the development of common elements of harassment complaint procedures between institutions that include, but are not limited to, confidentiality of the complainant; a response period that is respectful of students' and staff; and the recognition of power imbalances that occur due to race, gender, age, ability, sexual orientation, language, socio-economic class, and position of influence and therefore a need for an advocacy procedure for the complainant

Health and Safety

Preamble

Students spend a large portion of their time in various campus facilities, including classrooms, laboratories, art studios, libraries, study spaces, or residences. Providing a safe study and work environment for students, faculty and staff is the responsibility of post-secondary institutions administrations.

Health and safety concerns arise at any working environment and post-secondary institutions are no exception. Due to aging infrastructure and building maintenance that has been deferred for a number of years, facilities at a number of post-secondary institutions now pose serious challenges to the health and safety of students, faculty and staff.

While most labour unions have recognized health and safety concerns as a priority, in most cases, post-secondary institutions administrations do not have the appropriate structures in place to address health and safety concerns. Students can play an important role in identifying health and safety challenges and need to be part of any process to address them.

POSITION

The Union supports:

- the creation of Health and Safety committees that are student and worker driven and that include students' union representatives;
- the implementation of Health and Safety protocols at post-secondary institutions facilities;
- the implementation of Health and Safety education campaigns directed at students, faculty and staff and financed by the institution;
- the implementation of periodical Health and Safety assessments recommended by Health and Safety Committees and their enforcement at post-secondary institutions facilities; and
- infrastructure funding aimed at addressing the deferred maintenance in post-secondary institutions.

The Union opposes:

- the postponement of post-secondary institutions facilities maintenance when this postponement compromises the health and safety of students, faculty, staff and any other people who use the campus facilities;
- the underfunding of post-secondary institutions that results in deferred maintenance;
- the creation of committees to address Health and Safety that do not have student or worker representation;
- any policies that circumvent or seek to circumvent Health and Safety standards and protocols; and
- institutional policies that portray Health and Safety standards as optional.

Human Rights

POSITION

The Union declares the following to be undeniable and equal rights of all people everywhere, in accordance with the United Nations' Universal Declaration of Human Rights:

1. the right to the basic necessities of a healthy life, including but not limited to food, water, shelter and medical care;
2. the right to freedom, security and life free from fear and violence;
3. the right to dignity and respect for individual traditions and beliefs;
4. the right to freedom of expression and freedom of peaceful assembly;
5. the right to freely take part in government, either directly or through directly, democratically elected representatives, elected through a system of universal suffrage;
6. the right to an adequate income in safe and just working conditions, or through social security mechanisms, and the right to own property;
7. the right to an adequate standard of living, including time for rest and leisure;

8. the right to accessible, quality education;
9. the right of access to and quality in any services that may be required due to individual circumstances
 - a. (e.g. childcare, sign language interpretation, etcetera);
10. the right to protection under the law, including the right to effective remedies, the right to a fair and public trial, and the presumption of innocence until proven guilty;
11. the right to freedom from arbitrary interference with privacy, family, home or correspondence; and
12. the right to freedom from discrimination.

Intellectual Property

Preamble

Knowledge, as perceived by the Union, should be a “social good” which allows the widest distribution of information in order to benefit, improve and advance society as a whole. As a result, the Union continues to advocate the basic principles of post secondary education based on the concept of free access to education, open inquiry and the wide spread and free dissemination of knowledge within an open and pluralistic environment of opinions.

The Union acknowledges that intellectual property may take many forms that include but are not limited to applications, artistic creations (inclusive of games, media, internet and technology based applications), methods, ideas and inventions which will be referred to in this document as creation, idea and/or invention.

Understanding that there may be potential to capitalize on ideas, creations and inventions to the benefit of the creator/inventor and the community in general and mindful that college is a publicly funded institution, the Union advocates for the right of the creator/inventor to have an informed and protected interest in the distribution of funds and information dissemination that may result from the creation, idea and/or invention.

With respect to the legal implications involving creations, inventions and ideas, The Union acknowledges the legal distinctions within copyright and patent laws but does not condone the movement of creations, ideas and inventions from the public and social realm to private enterprise for exploitation at the expense of the creator/inventor and nor does it condone the potential expense and/or dangers that it may have on the social significance, social welfare and general contribution to the knowledge pool.

POSITION

The Union supports intellectual property policies at public institutions that:

- apply to all forms and all stages of research, scholarly and artistic work;
- apply equally to all researchers including faculty, staff and students;
- promote the dissemination of knowledge as its primary goal; and
- recognize that researchers are entitled to recognition in proportion to their contribution to research, including but not limited to subsequent papers and materials resulting from such research.

The Union opposes intellectual property policies of public institutions that restrict the timely disclosure of research, scholarly and artist work in a public forum.

The Union acknowledges the need for confidentially agreements between researchers but opposes non-disclosure agreements that restrict public access to research, scholarly and artistic work.

The Union encourages post-secondary institutions to develop intellectual property policies.

Media

POSITION

The Union supports the autonomy of campus radio stations from administrative and student union control in so far as they comply with the national community radio associations and the Canadian Radio and Television-Telecommunications Commission guidelines.

The Union refrains from aiding in the distribution and the purchase of advertising in commercial, campus-targeted publications other than non-Union publications which displace money from the student community and threaten the livelihood of non-profit, student run publications.

The Union opposes the concentration of media ownership by large corporations.

Media on Campus

POSITION

The Union believes that:

- the major role of the student press is to act as an agent of social change, assisting students in understanding and acting against oppression and injustice, and emphasising the rights and responsibilities of the student;
- the student press must, to fulfill this role, perform both an educative and active function,
- it is critical to support the aims of groups serving as agents of social change;
- the student press must use its influence as an agent of social change responsibly, as outlined in the Canadian University Press Code of Ethics, presenting campus, local, national, and international news fairly and accurately and interpreting ideas and events to the best of its ability;

- the student press must as its main priority assist students in acting against any system where it is found to be preserving a hierarchy based on power and privilege, or to be oppressive to women, lesbians and gay men, indigenous people, religious groups or other minorities; and
- the student press must use its relative freedom from commercial and other controls to ensure that it acts in accordance with its major role, and to examine the issues that the other media avoid.

The Union affirms that the following rights and responsibilities are necessary for the effective implementation of the above principles:

- that the student press have the right to determine and uphold their editorial policy, including advertising policy, regardless of pressure from student governments, administrations, or any others;
- that the student press have the right to be free from implicit editorial control resulting from financial control of the newspaper by student governments, administrators, or any others;
- that, to the fullest possible extent, the student press should be financially autonomous from any group other than the students who fund them;
- that the student press have the right to receive in full and without delay student levies collected by administrations or budgets approved by student governments;
- that the student press should have a written constitution including the following:
 - o that staff democratically determines the newspapers editorial policy and internal structure;
 - o that the newspaper guarantees regular, publicised staff meetings with democratic procedures;
 - o that the staff has the right to elect, impeach, or censure its editors, coordinators or other staff; and
 - o that the newspaper defines qualifications for voting staff members;
 - o that the staff alone evaluates through due process charges that any of its members have acted irresponsibly.
- that the newspaper must be open to, but not limited to, all students;

- that the newspaper must provide a forum for the free exchange of ideas and opinions among, but not limited to, students;
- that the newspaper has the right to prohibit publication of materials that it deems to be sexist, racist or homophobic, or that contravenes the Canadian laws on libel or hate literature; and
- that the student press have the responsibility to provide a forum for and respect the free exchange of ideas and opinions.

Minority Language Rights

The Union recognises access to education and services in one's language of origin as a right.

The Union supports:

- accessibility of education and services in the original language of both Anglophones and Francophones;
- accessibility of education and services in the original language of people whose language of origin is neither English nor French; and
- the creation and maintenance of quality, publicly funded service to provide for Language Signe du Québec/American Sign Language availability for deaf and hard of hearing students.

People with Disabilities

POSITION

The Union declares that:

1. all students with disabilities have the right to equal access, equal treatment, and freedom from discrimination in post-secondary institutions; and
2. all people with disabilities have the right to equal access, to equal treatment in, and freedom from discrimination in employment, housing, and provision of public services.

The Union supports:

1. accessible and therefore free public transportation systems for people with disabilities which, wherever possible, are integrated with existing public transportation systems; and
2. publicly funded home care for people with disabilities, which provides a stable working relationship between the caregiver and the person with disability.

Public Transportation

POSITION

The Union supports:

- the establishment of accessible and affordable municipal and inter-municipal public transportation for all post-secondary students regardless of age and status;
- long-term sustainable federal funding for repairing existing services and expanding transit networks; and
- the creation of a national urban transit strategy by the federal government, in conjunction with provincial governments and municipalities, that includes permanent, long-term funding dedicated to urban transit.

The Union opposes:

- government cutbacks to funding for public transportation;
- the lease or sale of public transportation systems to private operators; and
- the establishment of private, for-profit municipal and inter-municipal mass-transit services in communities where public transit systems do not exist.

Racism

Preamble

Race is a social construct that is not based on biologically determined differences between people. Racism may include but is not limited to the following forms:

- “individual racism”, which is a manifestation of an individual’s attitudes and behaviours;
- “systemic racism”, which consists of policies and practices of organisations that directly or indirectly operate to sustain the advantages of peoples of certain “social races”, and which is more difficult to address because it is implicit in the policies of organisations and often unconscious; and
- “cultural racism”, the basis of both other forms of racism, which is the value system embedded in society, and which supports and allows discriminatory actions based on perceptions of racial difference and cultural superiority/inferiority.

Racialisation is the attribution of characteristics to an individual or group based on beliefs about biological traits stemming from ethnicity.

The inherent racist orientation of post-secondary institutions in classroom environments impedes learning and perpetuates alienation for all students and hinders the full participation of students of colour and Aboriginal students.

POSITION

The Union is opposed to the marginalisation and oppression of people based on racialised characteristics.

The Union challenges racist post-secondary institution curricula, campus environments, and pedagogical technique.

The Union acknowledges and promotes learning environments that critically analyse racialized practices.

Religious Freedom

Preamble

Section two of the Canadian Charter of Rights and Freedoms affords all people of Canada the right to freedom of conscience and religion. Section three of the Quebec Charter of Human Rights and Freedoms also affords that everyone is entitled to the fundamental freedom of religion.

In addition, Section 15 of the Canadian Charter of Rights and Freedoms, Section 10 of the Quebec Charter of Human Rights and Freedoms, and provisions of the Canadian Human Rights Act provide that all people shall be free from discrimination on the basis of their religion.

POSITION

The Union supports universities and colleges offering courses on religious understanding and freedom

The Union supports programming that is religiously, spiritually and culturally sensitive during all activities, especially frosh and orientation activities

Religious/Spiritually-Sensitive Food Options

The Union supports food options that are inclusive of all religious, spiritual and cultural dietary needs at campus dining establishments.

The Union supports the rights of Indigenous students, staff, and faculty to have outside foods brought in that are not accessible within the institution in traditional ceremonial practices, including but not limited to smudging, and pipe ceremonies;

Religious/Spiritual Holidays

The Union supports the consideration of religious/spiritual holidays in academic scheduling.

The Union supports academic amnesty being given to students for reasons of religious/spiritual holidays.

The Union opposes academic or non academic penalties imposed for religious observances.

Campus Prayer Space

The Union supports the right of students to have access to multi-faith prayer space on campus that is stable, accessible, adequate, and respectful to the religious needs of all students.

Rights

Workers' Rights

POSITION

The Union recognises the common interests that often make students and workers political allies. As disrupting production is an effective weapon for workers against social injustice, the Union recognises that job actions such as work slow downs/stoppages or strikes, are a fundamental part of the struggle for socio-economic justice.

The Union supports, worker decisions to make their demands in the form of a strike, be it legal or not.

In the event of a strike, on a campus or otherwise, this support may include, but not be limited to: picket support, direct solidarity actions, education, publicity and financial support, from all appropriate levels of the Union.

Safety on Campus

POSITION

The Union supports the implementation of safety measures including, but not limited to safety workshops, external lighting, and walk-home programs on all Canadian campuses.

The Union opposes the distribution or sale of any item marketed and/or packaged as a personal security device, because of the false sense of security they engender.

Sexual Harassment

Preamble

Sexual harassment is defined as unwanted sexual attention, sexual solicitation or other sexually oriented remarks or behaviour; sexual harassment may be psychological or physical in nature. One incident, or the aggregation of a series of incidents, may constitute sexual harassment.

Sexual harassment may include, but is not limited to, the following:

- unwanted sexual attention or solicitation which has the effect of interfering with an individual's work or participation, or which creates a negative emotional or psychological environment for work or participation within the Union;
 - o For example: remarks, jokes or innuendoes about a person's body, attire, age, marital status, gender, sexuality, sexual orientation, perceived sexual orientation or perceived gender orientation;
- an implied or expressed threat of reprisal for refusal to comply with a sexually oriented request; or
- the implied or expressed promise of reward for complying with a sexually oriented request.

Although sexual harassment typically involves a person in a superior position as the initiator, it is recognised that people in subordinate or equal positions may also be initiators.

Although sexual harassment is generally directed towards women, both men and women can be harassed by members of either sex.

POSITION

The Union does not tolerate sexual harassment or harassment of any form.

Sexual Orientation

POSITION

The Union shall engage in various campaigns to work for equality for queer students.

The Union recognises the fluidity of sexuality and rejects the constructed categorisations of both gender and sex which have been imposed by heterosexist culture.

The Union also recognises that the identities which are designated do not adequately represent the diversity of the community.

The Union supports amendments to any Human Rights legislation that proposes the inclusion of sexual orientation as an area of prohibited grounds for discrimination.

The Union supports the right of students, regardless of sexual orientation, to associate in a manner consistent with principles they themselves establish, as opposed to principles established by outside bodies.

The Union supports the autonomy of campus community radio in its right to queer content in its programming.

Discrimination

The Union supports the inclusion of sexual orientation as prohibited grounds for discrimination in organisations, businesses, and governments; and in all areas of academic life.

The Union opposes discrimination against queer faculty, including denial of tenure on the basis of sexual orientation;

The Union urges post-secondary institution administrations to work with queer students, faculty and staff to provide workshops dealing with unlearning and eliminating transphobia, biphobia, lesbophobia, homophobia, and heterosexism.

The Union supports an ongoing commitment to anti-oppression campaigns specific to queer people, including but not limited to 'Days Against Hate'.

Declaration of Student Rights: Queer Students

The Union declares that all queer students have the right to:

1. free and open life, as full and equal participants in society;

2. equal access to, equal treatment in, and freedom from harassment in all aspects of post- secondary education, employment, provision of public services, and housing;
3. organise on campus, regardless of sexual orientation, in a manner consistent with self- determined principles as opposed to externally imposed principles, and with equal access to funding, space, facilities and resources on campuses;
4. access to programs and curricula dealing with, and including fair and honest treatment of content related to, queer people, such as but not limited to, history, sociology, culture, sexuality, psychology, politics, and legal status;
5. access to resources which assist in the healthy development of a positive individual, community, and societal self-image, including professional services provided by queer professionals, or professionals specialising in the provision of services to queer clients, in a receptive and positive environment; and
6. recognition including, but not limited to, legal recognition of same sex relationships including marriage and its associated benefits in the eyes of the law and society, including custody or adoption of children on an equal basis with heterosexual people.

Homophobia and Heterosexism

The Union recognises that homophobia and heterosexism in all their forms, including personal, institutional and cultural, create an environment on campuses which presents a barrier to access.

The Union recognises that a homophobic climate and homophobic violence create a hostile environment on campuses, which fosters homophobic violence, and which is a deterrent to accessible education.

The Union recognises that heterosexism creates a climate which fosters transphobic, biphobic, lesbophobic, homophobic violence, compounded and intensified in the case of people of colour, people with disabilities, aboriginal people, women, and other historically marginalised people.

The Union opposes homophobic violence which it recognises as a hate crime.

Solidarity

POSITION

The Union encourages students to work in solidarity with members of the post-secondary educational community.

The Union opposes penalties imposed upon members of the post-secondary educational community for respecting picket lines.

The Union condemns post-secondary institutions refusing to give academic amnesty to students for political motives.

Student Employment

Preamble

As tuition fees have been allowed to increase, access to post-secondary education has become more and more limited. In contrast to the past, students are no longer able to pay for their education by working full-time at minimum wage over the summer. Currently, many students across Canada are required to work several part-time jobs throughout the academic term in order to pay for their education. Those students who are fortunate enough to find employment, are rarely able to do so in a field that is related to their studies and many are faced with low wages and poor working environments that offer few benefits and sometimes unsafe conditions.

Where limited government funding does exist to promote student employment, such programs are restricted to domestic students and exclude international and non-status students. Furthermore, many students who are working in unpaid work placements or internships are not eligible for worker's compensation or Employment Insurance.

These issues leave many students economically disadvantaged, unable to afford their studies and vulnerable to exploitation in the labour force.

POSITION

The Union supports:

- the right of all people, including students, to meaningful employment and equal pay for equal work;
- the creation of meaningful employment opportunities for students that complement their field of study;
- the right of international students to work off campus;
- government funded student employment programmes, including summer employment programmes, that are accessible to full and part-time students, regardless of their citizenship status or immigration status;
- the eligibility of students who have completed an unpaid work placement or internship for Employment Insurance;
- the coverage of all student employment under the standards set out in the Employment Standard Act;
- a provincial minimum wage that provides a living wage and ensures that no working person is living below the poverty line;
- student employment programmes that pay wages above the provincial minimum wage;
- freedom from discrimination in employment as set out by provincial Human Rights Commissions; and
- access to employment programmes aimed at creating equal opportunities for students living with disabilities.

The Union opposes:

- labour without financial compensation, as part of the post secondary education curriculum;
- the use of government funding schemes, like work-study, that exploit student labour to displace full-time unionised or permanent positions;
- discrimination in employment against students on the basis of type of study;
- discrimination in employment against any people, including students, on the basis of citizenship or immigration status;
- the exclusion of students from eligibility for government funded employment programmes based on their type of study, citizenship, or immigration status;
- legislation or policy that prevents students from working full time based on citizenship;
- guidelines or policies restricting the number of hours students are permitted to seek, in particular as this applies to graduate students; and
- any other forms of discrimination in employment.

Sustainable Campuses

Preamble

The general public, and students in particular, are increasingly calling for stronger environmental regulations and initiatives. Properly maintaining campus green space and aging infrastructure along with the implementation of new, efficient equipment and technology are important components to sustainable campuses.

Ultimately government is responsible for establishing environmental standards for public institutions and meeting those standards with public funds. Therefore students should not be forced to pay for environmental upgrades through additional user or ancillary fees.

Policy

POSITION

The Union supports:

- funding from government for the purpose of campus greening and the development of sustainable infrastructure at public universities, colleges, and institutes;
- zero emissions standards for all new buildings built on campuses; and
- student and community input in developing campus-level environmental enhancements and priorities.

The Union opposes additional fees' being charged to students in order to fund environmental upgrades and campus greening projects.

Technology

Preamble

The Union recognises that the use of technology in all aspects of students life profoundly affects the student-teacher and student-student interaction of academic programs, the atmosphere of the institution, and the power structure within it.

POSITION

The Union supports the use of technology when it encourages critical thinking, accessibility, and empowerment of students.

The Union opposes:

- the use of technology as a substitute for classroom and student-teacher interaction;
- the introduction of new technology solely as a solution to the under-funding of education; and
- the use of technology by administration as a basis for limiting, rather than enhancing how academic programs and student services are delivered

Transgendered, Transsexual and Intersexed Students

POSITION

The Union recognises the need for health services that are inclusive to transgendered, transsexual, and intersexed peoples.

The Union supports research, education and training pertaining to transgendered, transsexual and intersexed issues, available services for transgendered, transsexual, and intersexed peoples and an end to discrimination against transgendered, transsexual, and intersexed peoples.

Unionisation and Student Employees

POSITION

The Union believes that unionisation and collective bargaining are fundamental rights of workers.

Students are employed at post-secondary institutions in a variety of ways. In this employment, students make a significant contribution to the life and purpose of the institution. None of this employment should be considered to be subsidy, scholarship, or student assistance. Regardless of the source of funds for the wages of these employees, the Union asserts that students retain their right to collective bargaining and unionisation.

The Union recognises that unions are also important partners in the fight for an accessible, quality post-secondary education system. In particular, unions of student employees work to:

- put limits on tutorial, lab, and class sizes;
- ensure that student employees are paid a fair wage and are not subjected to unreasonable workloads, allowing them to complete their degrees in a reasonable time without incurring large debts;
- fight against the implementation of technological replacements for academic labour;
 - o For example, tutorials via teleconferencing instead of with instructors.
- ensure that conditions of employment do not compromise academic standing;
- protect employees from harassment and discrimination; and
- establish solidarity with other unions.

Violence

POSITION

The Union recognises that oppressive violence is a destructive presence that affects all peoples

The Union denounces all acts of oppressive violence, encourages awareness of its varied effects and recognises the right of all people to live in a violence-free environment.

Water

Preamble

Water, like education, is a public right, not a privilege. The treatment of water as a commodity that can be sold poses the risk of potentially denying access to this life sustaining resource. It is a common responsibility of all people and governments to ensure that water is used sensibly to minimise negative environmental impacts and guarantee the free and universal access to clean drinking water into the future.

However, most city water in Canada is much more highly regulated and monitored for quality than bottled water. In addition, public water systems are the most responsible mechanism for ensuring that water is accessible.

Mass production of bottled water has negative environmental impacts due to the creation of landfills full of empty bottles and plastic leaching toxins endangering the surrounding environment and communities and posing hazardous risks.

Bottled water is one of the key products being promoted in the public school system and on college and university campuses across the country. Beverage exclusivity contracts on campuses are the marketing tool of choice for water bottling companies to guarantee access to the student and youth market.

Private beverage companies are engaged in aggressive marketing campaigns claiming that bottled water is the only safe source of drinking water available and creating a culture of dependence and reliance on private water sources that undermine public confidence in public water systems.

Buying bottled water sends a powerful message to our elected leaders that there is little need to maintain and improve Canada's water infrastructure.

Bottled Water

POSITION

The Union supports:

- public ownership of natural water sources;
- adequate funding for clean and accessible public water systems;
- public drinking fountains in spaces and public buildings, including college and university campuses;

- enforced government regulations to establish standards and guidelines for public water systems that set international standards;
- government initiatives to clean up polluted water sources;
- bottled water bans for all events held by municipal, provincial or federal governments or public institutions;
- adequate funding and support for clean and accessible water systems nationwide; and
- container deposit laws and other effective ways of cutting down the amount of bottles piling up in landfills and polluting the environment.

The Union opposes:

- the use of bottled water where safe drinking water is available;
- advertising of bottled water;
- the privatisation of natural water sources and water services;
- bulk water imports and exports;
- water takings by bottled water corporations of public water and public water sources;
- any change to public policy that serves the private and commercial interests of bottled water companies instead of the public interest;
- government under-funding of public water systems and water testing programmes;
- the allocation, sale or lease of land or natural resources by any level of government to bottled water companies; and
- national or international trade agreements that limit or undermine Canada's ability to regulate and protect public water systems.

Women Students' Issues

POSITION

The Union believes that women students have the right to:

1. freedom of choice of lifestyle, employment, and education as full and equal participants in Canada's and Québec's society;
2. access post-secondary education;
3. employment, and the right to equal opportunity of employment with equal pay for work of equal value;
4. access to full, government subsidised, quality daycare, provided by adequately trained and paid child care workers, since access to education is limited by a lack thereof;
5. financial student assistance programs which meet the needs of full-time students, part-time students, and single parents, the majority of whom are women, and which does not require dependence on their parents or spouse;
6. concrete programs for re-entry of women into post-secondary education, to aid women in overcoming the barriers of interrupted studies and inadequate backgrounds;
7. academic counselling which informs women of all educational and employment opportunities available, in order to actively combat the streaming of women into traditional fields;
8. organise as women, since women's organisations within the student movement are necessary to actively raise the issues faced by women students, to provide a place for all women to develop organisational and political skills, and to provide a forum where all women can develop a sense of unity and co-operation;
9. a student organisation which recognises, promotes and funds a women's organisation on campus to facilitate involvement in women's issues;

10. an education through non-sexist instruction, textbooks and materials, recognising that some literature and materials must be viewed relative to their historical or social context but that all instruction, contemporary textbooks and materials should be free of sexual stereotyping and discrimination;
11. an educational environment free of advertisements, entertainment programming and/or materials which promote violence against women, sexual stereotyping and/or discrimination;
12. government funded women's studies courses in post-secondary educational institutions;
13. control their own bodies, including but not limited to:
 - a. access to safe, reliable birth control and family planning information and the right of choice in the method;
 - b. free accessible abortion upon demand;
 - c. access to quality health services and counselling which meet the needs of women students and respect a woman's control of her body;
 - d. access to a full range of options and to be able to freely exercise whatever decision she makes in the case of pregnancy;
 - e. freedom of expression of sexual orientation;
 - f. freedom from sexual assault and all other forms of violence; and
 - g. the right to an educational environment free of sexual harassment; and;
14. effective, legal, and academic grievance procedures recognised by students, faculty, and support staff.

