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The petition team is also looking for testimonials to send to the Faculty and central McGill that details how the COVID-19 crisis has personally affected you and your ability to complete and focus on your school work. Your testimonials will appear in this doc and will be visible to peers. Your testimonial can remain anonymous if you choose. If you're comfortable, please **send us your story by completing the form linked [here](#).**

Veillez faire défiler la page ci-dessous pour lire la pétition en français.

March 24, 2020

Dear Dean Leckey and the Administration of McGill University's Faculty of Law,

We are writing to advocate for a mandatory satisfactory/unsatisfactory (S/U) grading scheme this semester. We recognize that the opt-in S/U grading policy announced on March 20 was crafted with the best intentions and under exigent circumstances. We nevertheless respectfully ask you to change your position and adopt a mandatory S/U policy at the Faculty of Law, thus following the policies of other leading law faculties in Canada and the United States.

The rapid changes to daily life coupled with the potential severity of looming societal effects from the pandemic are an invitation to interrogate the justification for differential outcomes in student performance. We believe that the opt-in S/U policy risks the creation of two classes of students based on circumstances that are extraneous to measurements of academic performance.

The following considerations ground our position that the Faculty should adopt a mandatory S/U policy. First, the present policy risks further exacerbating inequities among the student body. Second, the choices that the current policy introduces engender a mindset that is incongruous with the gravity of the current pandemic. Third, we question the current policy's coherence given the nature of employment recruitment processes. Fourth, we highlight insufficient consultation with students. We further address concerns relating to recruitment and other opportunities that frequently see grades as an important factor.

- 1. Equity concerns: Varying experiences in the face of a global health crisis**

The pandemic is ongoing and there is scant evidence that the situation will improve soon. Daily, we face drastic changes and increasing restrictions in our lives in response to this public health emergency. Officials have noted that the global pandemic has had significant impacts not only on physical health, but also on our mental wellbeing. While this is true for all of us, and the student body is experiencing added pressure as a collective, the current crisis will not impact all students equally.

Some have felt large amounts of anxiety since the outset of responses to the pandemic, while others are finding that their anxiety is slowly increasing. Some students will feel the impacts more acutely than others and may face further marginalization, while others may be fortunate enough to be less directly impacted by the health crisis. The reality is that the impacts of the COVID-19 pandemic are felt differently across the student body.

As the crisis expands across North America, many of us are now experiencing the drastic changes first-hand. For some, this means being caregivers for loved ones who are sick, immunocompromised, or must self-isolate. As a Faculty with strong international links, many of us are deeply concerned about loved ones in other parts of the world confronting the darkest aspects of the pandemic. Others are fearing for loved ones working in healthcare on the frontlines. Others still are unable to go back home and are left isolated with limited support networks in Montreal. Some are dealing with the virus itself and face the stress associated with being tested. Those of us who are East Asian are facing incidents of both subtle and overt racism. Many students are worried about how they will pay rent this summer since many job opportunities remain uncertain and unstable. With daycares and schools closed until at least May 1st in Quebec, some students must adapt to working from home while taking care of their children.

Against this backdrop we further note that the shift to virtual learning will impact students differently. The learning experience will vary drastically according to our unique circumstances, such as living situations. In addition, varying access to reliable internet coverage, printers, and other technical resources create further disparities. Thus, while we all face the uncertainty of how this crisis will affect us in the long run, each of us is negotiating among new and potentially unique feelings, concerns, and obligations.

As noted in a memorandum by the administration at Cornell Law School advising students about their new mandatory S/U policy in response to the crisis, “students from disadvantaged backgrounds are likely to have the hardest time simulating their normal lives, and thus would be at a special disadvantage during exams.” Indeed, “for reasons that are wholly

arbitrary, the burdens on some will be heavier than on others,” stated Columbia Law School Dean Gillian Lester in a letter to students announcing a mandatory pass/fail policy.

We fear that an optional S/U policy exacerbates student stress, perpetuates inequities and ultimately leads to outcomes that are difficult to justify in these circumstances.

2. Unnecessary strategic decision-making

In addition to our concerns with respect to inequitable ramifications, we are troubled by the game theory mentality toward grades that the opt-in S/U policy encourages. We feel strongly that this type of strategic reasoning is, first and foremost, antithetical to a situation as grave as the one we are all facing as individuals, communities, and as a society. Strategic decision-making will further perpetuate the inequities detailed in the previous section.

Our pulses raced upon reading the message from Associate Dean Jukier that the faculty would be adopting an opt-in S/U policy. For some, there was an immediate sense of relief. For others, there was a creeping sense of anxiety surrounding the choice. Others still plunged into the logic of the prisoners’ dilemma, invoking game theory to figure out how to maximize their chances of receiving good marks for the semester. Some are choosing to focus on certain classes at the detriment of others in hopes of receiving a higher mark. We note that for many of us, this is not even an option.

The perceived need to choose “correctly” has increased anxiety for many. We see this anxiety due in part to the central role that grades can play in certain recruitment processes, as well as the intrinsic desire to do well. The uncertainty that currently permeates our daily interactions makes it even more difficult to determine what a “correct” choice even stands for.

During his Town Hall, Dean Leckey advised students that this game theory approach is unnecessary. He emphasized that students with amenable circumstances and who feel as though they did good work should not exercise the S/U option, thereby eliminating the game theory concern. The presumption then, is that the default for students will be graded exams, while the S/U option is the exception.

If the presumption is that students should opt to have their exams graded, then the Faculty is not implementing tangible adjustments and accommodations in response to the current pandemic. Students are expected to perform as normal in wholly abnormal and unstable circumstances. This is an unrealistic expectation. We are all affected, and the shared impacts on our individual physical and mental health are all worthy of accommodation.

3. Incoherent and uncertain outcomes in future recruitment processes

We are concerned the choice to opt for S/U grading will engender inferences by future employers that the S/U option is equivalent to poor performance in that course. In response to this concern, Dean Leckey acknowledged that, while one cannot control the inferences others draw, it is likely that an S/U mark will indicate a student did not do well.

Additionally, we want to underscore that the reality of employment and academic performance within legal education is very different from that in undergraduate programs across the University. This is due in part to the meaning that our letter grades hold relative to the class average. Since the University announced that class averages will not appear on transcripts, the meaning that can be drawn from letter grades is unclear.

The use of the S/U option is loaded with uncertainties. It will lead to incoherent interpretations by future employers or academic institutions. It risks jeopardizing future employment or academic outcomes based on wholly arbitrary circumstances. Considering the uncertainty engendered by the optional S/U policy, it fails to meet its goal of accommodation. Instead, it might serve as a proxy for poor performance, or more cynically, as a proxy for challenges that a student experiences during this time due to their unique social identities. Challenges which may not stop wreaking havoc on individual students even when the more immediate impacts of the crisis have subsided.

The Faculty can proactively address these concerns and mitigate social inequities across the student body happening now, and in the future, by adopting a mandatory S/U marking for the Winter 2020 semester.

4. Procedural concerns

We believe that the substantive concerns, outlined above, can stand on their own. We nonetheless highlight potentially inadequate consultation that went into the initial decision. During the Town Hall, Dean Leckey fleetingly mentioned consultation with the student body. To our knowledge, this consultation was primarily by way of a conversation following the LSA's meeting last week. We do not impugn the good faith nature of this conversation. Rather, we highlight Roderick Macdonald's belief that the requirements of procedural fairness include the quality of the participation by those a decision affects. The decision to modify the grading scheme affects the entire Faculty. Changes to the marking scheme, however, carry the most profound consequences for students. This letter aims to correct for the inadequacies in the consultation process.

Our solution: a mandatory S/U grading policy

As evidenced by the extraordinary measures taken by officials at all levels, the current health crisis will get worse before we return to any sense of normalcy. In these unprecedented times, we call on the law faculty to show compassion and implement an equitable response to the situation in order to level the playing field by mandating a uniform S/U policy. This is an opportunity for the faculty to exhibit leadership [alongside other top law schools across North America](#), such as [Harvard Law School](#), UC Berkeley Law, Stanford Law School, University of Toronto Faculty of Law, Queen's University Faculty of Law, [Cornell Law School](#), and the [University of Alberta Faculty of Law](#), amongst others.

We firmly believe in the importance of our education and the role it will play in our futures as jurists and as citizens. Making S/U compulsory permits us to focus both on the world around us and our studies in a way that does not instrumentalize education. [As the Harvard Law School administration simply put it](#): “we are in uncharted territory” and we need an equitable response from the administration as the ground continues to shift.

We are conscious that some of our peers are concerned about how a mandatory S/U grading scheme will impact our transcripts and opportunities such as recruitment. [As noted by Erwin Chemerinsky, the dean of Berkeley Law](#), employers will understand the lack of grades resulting from the extraordinary measures. Notably, law students from universities across North America will be in similar circumstances. In response to students' concerns about how the mandatory S/U might impact recruitment, Cornell Law sought to mitigate any potential harm that this policy may have by noting on students' transcripts that the spring 2020 grades reflect the school's exceptional policy in response to the public health emergency. This could be a way to minimize students' anxiety about future recruitment and to clarify that all S/U grades during the spring 2020 semester are a result of school policy rather than individual choice. Indeed, all efforts should be made by the Faculty to address the concerns of those who sought to use this term to boost their GPA.

That said, while students' concerns about grades and recruitment are entirely valid, the [Cornell Law School administration noted](#) that these are outweighed in such an unprecedented situation and that they could not “accommodate [those] concerns without incurring still greater costs.” We strongly encourage you to read the administrative decisions made by other leading law faculties that have adopted a mandatory S/U policy, as found linked throughout this document.

We ask special accommodations and policies be adopted and applied to exchange students who require grades for reporting purposes to their original institutions. Every effort

should be made to mitigate their anxieties during this time while they are far from home and loved ones.

We know that a crucial aspect of our best interests is indeed our legal education. The current policy, however, sends the wrong message to students. Ultimately, we all deserve the mental space to balance our legal education with the other central aspects of our lives: our families, our friends, our neighbours, and our communities, free from disadvantage, inequity, unnecessary competition with our peers and strategic choices.

We, the undersigned, will not accept the response that a mandatory S/U option is not within the Faculty's jurisdiction. We expect the Faculty to proceed with this policy on its own, or advocate zealously with McGill central administration for its implementation across campus.

Thank you for your leadership and attention during this difficult time. We hope that you and your loved ones remain physically and mentally safe over the coming weeks and months.

Respectfully,
The undersigned

La pétition en français.

Au doyen Leckey et à l'administration de la Faculté de droit de l'Université McGill,

Nous vous écrivons pour vous demander l'adoption d'une notation succès/échec (S/É) obligatoire pour cette session. Nous reconnaissons que la politique de notation S/É optionnelle, annoncée le 20 mars, a été adoptée avec les meilleures intentions, et sous des circonstances difficiles. Toutefois, nous vous demandons respectueusement de changer votre position, et d'adopter une politique S/É obligatoire à la Faculté de droit, suivant ainsi l'initiative d'autres facultés de droit du Canada et des États-Unis.

Les changements rapides de notre vie quotidienne, ajoutés à la sévérité potentielle des effets sociétaux évidents de la pandémie, nous invitent à questionner la justification des effets différenciés dans la performance des étudiant-es. Nous estimons qu'une politique S/E optionnelle risque de créer deux classes d'étudiant-es, fondées sur des circonstances qui sont extérieures à leur performance académique.

Les considérations suivantes fondent notre position vis-à-vis l'adoption d'une politique S/E obligatoire. Premièrement, la présente politique risque d'exacerber davantage les inégalités déjà existantes au sein du corps étudiant. Deuxièmement, les choix que la présente politique

introduit engendre un état d'esprit qui ne correspond pas à la gravité de la présente pandémie. Troisièmement, nous questionnons la cohérence de la présente politique considérant la nature des processus de recrutement d'emploi. Quatrièmement, nous soulignons l'insuffisance de la consultation avec les étudiant-es. Nous abordons ensuite nos préoccupations vis-à-vis du recrutement et d'autres opportunités pour lesquelles les notes constituent un facteur déterminant.

1. Préoccupations concernant l'équité: Expériences différenciées devant la crise sanitaire mondiale

La pandémie est en cours, et tout porte à croire que la situation ne s'améliorera pas dans un avenir proche. Quotidiennement, nous faisons face à des changements drastiques et à des restrictions croissantes de nos modes de vie en réponse à une urgence de santé publique. Plusieurs responsables ont déclaré que la pandémie avait des impacts significatifs, non seulement notre santé physique, mais aussi sur notre bien-être psychologique. Cela est vrai pour chacun-e d'entre nous. Cependant, la crise actuelle n'impactera pas toutes les étudiant-es également.

Certain-es subissent énormément d'anxiété depuis le début de la pandémie, alors que d'autres voient leur anxiété augmenter jour après jour. Certain-es étudiant-es ressentiront les impacts plus fortement que d'autres et seront potentiellement marginalisé-es davantage, alors que d'autres ont peut-être la chance d'être affecté-es moins directement par la crise sanitaire. Le fait est que les impacts de la pandémie sont ressentis différemment à travers le corps étudiant.

Alors que la crise s'étend en Amérique du Nord, plusieurs d'entre nous subissent directement des changements majeurs. Pour certain-es, cela signifie être un-e proche-soignant-e pour nos proches malades, immunodéprimé-es, ou confiné-es. Notre faculté ayant de forts ancrages internationaux, plusieurs d'entre nous sont profondément préoccupé-es par les conditions de nos proches qui, dans d'autres parties du globe, affrontent présentement les aspects les plus tragiques de la pandémie. D'autres étudiant-es sont inquiet-êtes pour leurs proches, professionnel-les de la santé qui sont parmi les plus exposé-es au risque de contagion. D'autres encore sont incapables de rentrer à la maison, et demeurent isolé-es avec un accès limité à des groupes de soutien à Montréal. Certain-es sont contaminé-es par le virus, ou vivent un stress lié à l'attente du résultat d'un test. Ceux-lles d'entre nous qui sont Asiatiques sont confronté-es à du racisme, tantôt subtil, tantôt manifeste. Plusieurs étudiant-es sont préoccupé-es par le paiement de leur loyer cet été puisque certaines opportunités d'emploi sont maintenant incertaines. La fermeture de garderies et des écoles, jusqu'au premier mai au Québec (si ce n'est pas plus au mieux?), impose une adaptation additionnelle aux étudiant-es qui doivent désormais prendre soin d'enfants à la maison en plus de s'adapter au travail académique à distance.

À cela s'ajoute aussi l'impact différencié du virage virtuel des apprentissages sur les étudiant-es. Nos expériences d'apprentissage varieront drastiquement d'après nos circonstances spécifiques. Aussi, des accès différents à une connexion Internet stable, à des imprimantes, et à d'autres ressources créent des disparités additionnelles. Si nous sommes tout-es aux prises avec des incertitudes quant à la manière dont nous serons affecté-es par cette crise à long terme, chacun-e d'entre nous évolue en de nouvelles, et potentiellement uniques, obligations, préoccupations, et émotions.

Comme l'a noté un memorandum préparé par l'administration de la Cornell Law School qui annonce à ses étudiant-es leur nouvelle politique S/É obligatoire en réponse à la crise, 'les étudiant-es issu-es de milieux défavorisés auront vraisemblablement de plus grandes difficultés à poursuivre leur vie normale, et expérimenteront ainsi un désavantage durant les examens'. Ainsi, 'pour des raisons qui sont tout à fait arbitraires, le fardeau qui pèse sur certain-es sera plus lourd que celui qui pèse sur d'autres', affirme le doyen de la Columbia Law School, Gillian Lester, dans une lettre annonçant une politique S/É obligatoire.

Nous craignons qu'une politique S/É optionnelle exacerbe le stress vécu par les étudiant-es, accentue les inégalités et, ultimement, ne conduise qu'à des résultats difficilement justifiables en ces circonstances.

2. Stratégies inutiles de prise de décision

En plus de nos préoccupations concernant ses ramifications inéquitables, nous sommes troublé-es par la mentalité type 'théorie des jeux' que la politique S/E optionnelle encourage. Nous estimons à forte raison que ce type de raisonnement stratégique est, d'abord et avant tout, antithétique à une situation aussi grave que celle à laquelle nous sommes confronté-es en tant qu'individu, que communauté, et que société. La prise de décision stratégique perpétuera davantage les inégalités détaillées dans la section précédente.

Nous pouls se sont accélérés alors que nous apprenions dans le courriel de l'assistante doyenne Jukier que la faculté adopterait une politique S/É optionnelle. Pour certain-es, une lourde anxiété entoure ce choix. D'autres sont amené-es à faire appel à une logique du dilemme du prisonnier, mobilisant la théorie des jeux, pour bien maximiser leurs chances de recevoir de bonnes notes pour cette session. Certain-es choisissent de se concentrer sur certains cours au détriment des autres, dans l'espoir de recevoir une meilleure note. Nous notons que, pour plusieurs d'entre nous, ce n'est même pas une option.

Le besoin projeté de choisir 'correctement' a augmenté l'anxiété de plusieurs. Nous estimons que cette anxiété est notamment attribuable au rôle central qu'occupent nos notes dans

certain processus de recrutement, et aussi par le désir intrinsèque de bien faire. L'incertitude qui imprègne actuellement nos interactions quotidiennes rend encore plus difficile l'identification de ce qu'est un choix 'correct'.

Pendant son Town Hall, le doyen Leckey nous a avisé-es que cette approche type 'théorie des jeux' n'était pas nécessaire. Il a insisté sur le fait que les étudiant-es qui avaient des circonstances favorables et qui sentaient avoir bien performé ne devraient pas exercer l'option S/É. La présomption est donc que la norme est la notation ordinaire, et que l'option S/É est l'exception.

Si la présomption est que les étudiant-es devraient choisir la notation ordinaire de leurs examens, alors la faculté ne met pas en place des ajustements tangibles et des accommodements qui répondent à la pandémie actuelle. On s'attend des étudiant-es à ce qu'ils-elles performent normalement en des circonstances complètement instables et anormales. Ces attentes sont irréalistes. Nous sommes tou-tes affecté-es, et les impacts sur nos santés physique et psychologique se doivent tous d'être accommodés.

3. Résultats incohérents et incertaines dans les processus de recrutement

Nous redoutons que le choix d'opter pour une notation S/É générera des inférences de la part de nos futur-es employeur-es comme quoi l'option S/É équivaldrait à une mauvaise performance dans les cours où elle est exercée. Abordant cette préoccupation, le doyen Leckey reconnaît que, si nous ne pouvons contrôler les inférences qui en seront tirées, il est probable qu'une notation S/É indiquera qu'un-e étudiant-e n'a pas bien performé.

Aussi, nous désirons souligner que, dans les faits, le recrutement et la performance académique au sein de l'éducation juridique diffèrent des programmes de premier cycle de l'université. C'est notamment attribuable au fait que nos notes ordinaires, alors lettrées, sont relatives à la moyenne de la classe. Considérant que l'université a annoncé que les moyennes de classe n'apparaîtront pas sur nos relevés de note, la signification qui pourrait être déduite d'une note lettrée est pour le moins floue.

Le recours à l'option S/É comporte son lot d'incertitudes. Cela mènera à des interprétations incohérentes de la part de futur-es employeur-es et des institutions académiques. Cela risque de nous compromettre auprès d'employeur-es et d'institutions académiques d'après des circonstances totalement arbitraires. Considérant l'incertitude que la politique S/É crée, elle ne réussit pas à remplir ses objectifs d'accommodement. La politique pourrait plutôt servir de proxy pour de mauvaises performances, ou plus cyniquement, de proxy vis-à-vis des défis que les étudiant-es expérimentent durant cette période, explicables par leurs identités sociales

uniques. Ces défis ne cesseront pas d'avoir des effets dommageables et différenciés sur les étudiant-es, même lorsque les effets les plus immédiats de la crise se seront atténués.

La faculté peut proactivement aborder ces préoccupations et mitiger les inéquités sociales qui traversent le corps étudiant, et qui sévissent maintenant et continueront de le faire, en adoptant une politique S/É obligatoire pour la session d'hiver 2020.

4. Préoccupations procédurales

Nous estimons que les préoccupations majeures, exposées ci-dessus, suffisent en elles-mêmes. Nous soulignons néanmoins la consultation inadéquate des étudiant-es lors de la prise de décision initiale. Au cours du Town Hall, le doyen Leckey a brièvement mentionné avoir consulté le corps étudiant. À notre connaissance, cette consultation s'est faite principalement via une conversation qui a suivi une rencontre de l'AÉD, la semaine dernière. Nous ne contestons pas la bonne foi dans cette conversation. Nous soulignons plutôt la conviction de Roderick Macdonald, comme quoi les exigences d'équité procédurale incluent la qualité de la participation des personnes affectées par une décision. La décision de modifier le système de notation affecte l'ensemble de la faculté. Cependant, ces modifications impactent plus dramatiquement les étudiant-es. Notre lettre vise à corriger les insuffisances du processus de consultation.

Notre solution : une politique de classement S/U obligatoire

Comme l'ont démontré les mesures extraordinaires prises par des responsables à tous les niveaux, la crise sanitaire actuelle ne va qu'empirer avant de pouvoir retrouver un sens de normalité. En ces temps inusités, nous appelons la faculté de droit à faire preuve de compassion et à adopter une réponse adéquate à la situation en adoptant une politique S/É uniforme. Ceci est une opportunité pour la faculté de faire preuve de leadership, aux côtés d'autres facultés de droit nord-américaines, parmi lesquelles [Harvard Law School](#), UC Berkeley Law, Stanford Law School, University of Toronto Faculty of Law, Queen's University Faculty of Law, [Cornell Law School](#), et [University of Alberta Faculty of Law](#), entre autres.

Nous croyons fermement en l'importance de notre éducation, et à sa fonction dans nos futurs de juristes et de citoyen-nés. Rendre le S/É obligatoire nous permet de nous concentrer sur le monde qui nous entoure et sur nos études d'une manière qui n'instrumentalise pas l'éducation. Comme l'administration de Harvard Law School le dit, simplement, 'nous sommes en territoire inexploré', et nous avons besoin d'une réponse équitable de notre administration alors que la situation continue de changer.

Nous sommes conscient-es que certain-es de nos collègues de classe sont préoccupé-es par la manière dont une notation S/É obligatoire impactera leurs relevés de note et leurs opportunités de recrutement par exemple. Comme le soulève Erwin Chemerinsky, le doyen de [Berkeley Law](#), les employeur-es comprendront que l'absence de notes lettrées résultent de la prise de mesures extraordinaires. Notamment, les étudiant-es de droit des universités nord-américaines seront placé-es dans des situations similaires. En réponse aux préoccupations des étudiant-es vis-à-vis de l'impact de mentions S/É obligatoires sur leur recrutement, Cornell Law a cherché à mitiger les potentiels préjudices de cette politique en annotant, sur les relevés de note, que les notes reçues à la session d'hiver 2020 reflètent la réponse exceptionnelle de l'école à une urgence de santé publique. Cela pourrait être un moyen de minimiser les inquiétudes d'étudiant-es inquiété-es par leurs opportunités de recrutement futures et de clarifier que toutes les mentions S/É résultent d'une politique facultaire, et non pas d'un choix individuel. Tous les efforts devraient évidemment être déployés par la faculté pour aborder les préoccupations de ceux-lles qui prévoyaient utiliser cette session pour améliorer leur GPA.

Cela étant dit, quoique nous reconnaissons la validité des préoccupations de certain-es étudiant-es vis-à-vis de leurs notes et de leurs opportunités de recrutement, l'administration de la [Cornell Law School](#) ajoute que celles-ci sont surpassées par ces circonstances extraordinaires, et que la faculté ne pouvait 'accommoder ces préoccupations sans encourir des coûts plus graves encore'. Nous vous encourageons fortement à lire les décisions administratives qu'ont faites d'autres facultés de droit en adoptant la mention S/É obligatoire, auxquelles vous réfèrent les liens dispersés dans le présent document.

Nous demandons des politiques et accommodements spéciaux pour les étudiant-es en échange dont les institutions scolaire exigent des notes lettrées. Tous les efforts devraient être déployés pour mitiger leurs angoisses en ces temps de séparation avec leurs proches.

Nous savons qu'un aspect crucial de nos intérêts est en effet notre éducation juridique. La politique actuelle, cependant, envoie un message erroné aux étudiant-es. En fin de compte, nous méritons tou-tes d'avoir l'espace mental nécessaire pour équilibrer notre éducation juridique avec les autres aspects centraux de notre vie : nos familles, nos ami-es, nos voisine-s et nos communautés, sans être désavantagé-es, traité-es de façon inéquitable, mis-es en concurrence inutile avec nos pairs et forcé-es à faire des choix stratégiques.

Nous, soussigné-es, n'accepterons pas la réponse selon laquelle une option obligatoire de S/É ne relève pas de la compétence de la Faculté. Nous attendons de la Faculté qu'elle poursuive cette politique de son propre chef, ou qu'elle plaide avec zèle auprès de l'administration centrale de McGill pour sa mise en œuvre sur l'ensemble du campus.

Nous vous remercions de votre leadership et de votre attention en cette période difficile. Nous espérons que vous et vos proches resterez physiquement et mentalement en sécurité au cours des semaines et des mois à venir.

Respectueusement,
Le soussigné

Student Testimonials (Total: 41)

The petition team understands that implementing a mandatory S/U is something about which reasonable people can disagree. The issue cannot, however, be simply decided in abstract. To this end, we include some of the stories we are all living as members of the McGill Law community. We are all struggling in different ways. We firmly believe that now is a time for unity, for solidarity, and not for division.

“My mom lost her job and doesn’t know what to do. I left Montreal to help her and am spending my school loans to help us as we wait for assistance from our bank. We both have a lot of debt and now no steady income. Because of this, my anxiety and depression have only gotten worse. I will not be able to take my exams as planned, and even if I did, I don’t have a space to work in.”

- Anonymous, 2L

“My dad has a serious heart condition, in which he had previously received a triple bypass surgery. The stress to my family at this time has been elevated as a result of COVID-19. Having returned home from Montreal just over a week ago, I still have yet to interact with him as I am in self-isolation. It has been a difficult time to focus on my academics as a result of this added stress. Further, other members of my family are currently living all over Europe, notably in England. There is an added level of stress here, as they are also on lock down. My auntie is a nurse working in London, UK, and she has described the measures in which medical staff have attempted to protect themselves. She has called it a warzone. I was a student who did fairly well first semester, and would be content to take exams and receive my mark under ordinary circumstances. However, this is not ordinary circumstances. I agree with an S/U process, or the option to view grades - similar to other Canadian law schools - and then decide on an S/U. This would reduce the level of anxiety, and stress which my peers and I are exposed to.”

- Anonymous, 1L

“I have a very small apartment with no printer or adequate workspace. I spend much time caring for my cousins, the children of my single-mother Aunt who is a front-line health care worker. As a result, I have less opportunity to prepare for exams, and will be more likely to opt-into S/U than my relatively more privileged peers.

My fear is that the opt-in S/U policy widens inequalities in an institution supposed to promote equality of opportunity above all else.”

- Anonymous, 1L

“The COVID-19 epidemic’s impacts may not be very far-reaching for some, but as a student who has family in the worst hit countries and relatives with terminal illnesses, its impact has been crushing. Although I’m trying to stay focused, truthfully, I can’t. Knowing that my family members could catch this virus and pass away at any time has left me suffering from anxiety attacks and depressive episodes, among the commonly felt feelings of

helplessness and confusion. I find it hard to breathe, let alone apply myself to my studies during this difficult time.”

- Anonymous

“My dad has stage 4 liver cancer and lives 10 minutes from the epicenter in New Rochelle, New York. My mother is diabetic and the two of them fall into the most at risk population for dying from COVID. I live everyday worrying about their wellbeing and dealing with the fact I am separated from them at this point for a period of time that may be indefinite. I fear that my dad will die and no one will be able to go to his funeral. I fear I'll never see him again.

In addition, I've had to cancel a wedding two years in the making. This means a huge economic loss for my partner and I, as we've got deposits we're unable to get back. Our guests have all had to cancel, and we don't know when we can even have the wedding in the future now.

I was fortunate enough to get a job in Toronto this summer and signed a lease on an apartment. Now this plan is maybe off, as I'm not sure if my firm will be taking on students this summer. I'm now financially on the hook for rent there whether I have a job or not.

Situations like this allow one to reassess what they value most. I value my family, my friends, and my partner. This is what I'm putting my energy into. Connecting with my loved ones is hands down the most important thing in my life and the faculty should be prioritizing this in every aspect of university life.

Even if I had the time or mental energy to put towards school, it wouldn't put me even nearly on equal footing with other students who don't have these concerns.

This is the reality of the stress that many students have to deal with and my situation probably isn't even one of the worst ones. Nonetheless, it is reason enough to realize that I can not confidently take any graded courses this semester with my circumstances.”

- Anonymous, 2L

“J'ai temporairement perdu mon emploi en raison du COVID-19. J'ai dû déménager chez la famille d'une amie puisque je n'avais plus les moyens de faire l'épicerie. Ma mère étant une professionnelle de la santé, il devenait trop difficile pour elle d'assurer mon confort et ma sécurité. Je partage présentement une chambre avec une autre personne qui elle, est une professionnelle présentement au chômage. Cette personne comprend parfois mal que j'aie besoin de périodes de calme pour me concentrer sur mes études, et est à la maison à temps plein, tout comme les 4 autres personnes et le chien qui vivent dans la maison. Il est très stressant pour moi de reprendre les cours à distance, je suis toujours entrain de penser à une stratégie pour être en mesure d'assister aux cours sans être dérangée. Il en va de même pour les examens... Je vis présentement beaucoup d'anxiété; je ne sais pas si je disposerai de toutes les conditions pour assurer un rendement optimal, et je ressens une pression inutile par l'option s/u.”

- Anonymous, 1L

“As of yesterday, it was confirmed that both of my parents are sick with COVID19 - they are over 60. I have no idea what to do, I am not allowed to see them. I feel tremendous anxiety all the time. I can't do anything. I am also in the group of students who needs this semester to raise my GPA - but is it fair that some can carry on to raise their grades, while others are left grieving and anxious?”

- Anonymous, 2L

"My mom was in an accident that put her on long-term disability last year. She was supposed to go back to work next month and now she's not sure if her position is still available, which will leave her with no source of income. I loaned her most of my student loan months ago thinking she would be able to pay me back once she got to work, but with my brother losing his job I'm not sure how many family members I'll have to support with my limited savings. I'm depending on my summer position to pay my rent and tuition next year, but the situation is precarious with stories of smaller law firms cancelling positions. I have largely depended on library access for textbooks and printing services to study for exams, and will lose out on access to these services due to my financial situation during exam season.

Some of us are bound to be more impacted by Covid-19 than others, and a mandatory P/F would relieve rather than perpetuate existing inequalities between peers."

- Anonymous, 1L

"I consider myself someone who has been very fortunate not to be prone to anxiety. I humbly recognize that this is not the case for many of my peers. I preface with this, because the amount of stress and anxieties the pandemic has produced for me was truly unexpected. I can only imagine what this situation has caused within others, with more histories of mental illness or with immunity deficiencies. Of course, like others, I felt inconvenienced and disappointed by how March unfolded, with classes and events cancelling. However, I knew I had a safe place to live in and trust the person I live with. I was confident we would be okay during a short lock down of isolation. But when the virus starting taking a massive toll globally, this increasingly led to a level of stress I have felt only a handful of other times. My sister became stuck abroad as Air Canada refused to switch her flight earlier, and prices of flights to Toronto neared \$2,000. My grandparents live in New York City. Not only are they elderly, but my grandpa currently has cancer and is undergoing chemotherapy. While he has been quarantining, my grandma has been experiencing symptoms that are worrisome. My parents currently live in Boston and are unable to travel to help my grandparents, and I am not able to travel to them either after the border closed. At the same time, my partner was laid off. Though this was expected given the closure on all non-essential business, it has added to our stress. My sister-in-law is in Edmonton caring for her 6 month old baby, and for my father-in-law who is a person living with disabilities. Necessary outings, like for groceries come with huge risks for her. We decided to drive the 40 hour, 3 day commute, to Edmonton in order to assist these family members, while we still have good health. We go with the assumption that we will not be back in our Montreal home for another month, maybe two or three. All of this happened within one week.

Meanwhile, I have been working with peers on projects, and trying to write a final paper. Of course, I do not believe my barriers amount to needing special modifications from the SAO, as I recognize that I still have my health and the ability to travel a long distance to be in the company of family members who could use more support. But to pretend that this has not impacted my ability to contribute and focus on my school work is false. I am distracted, worried about family losing jobs, worried about family still working in certain states where restrictions have not been placed, worried about returning home, and worried about our health. I am very grateful to have supports in my life who I can connect with online. However, the reality is that "choosing" S/U in a context where only some will opt in to this system, does disadvantage me. It was stated by the administration that there is no reason to believe that S/U on a transcript would have otherwise signified good grades. On top of that, having to arbitrarily decide what exams I "feel good" about seems inappropriate. I do not "feel good" about any class, but I also have not completely neglected my school work. I am still committed to doing my readings, participating in zoom sessions, and trying my best given the shifting circumstances. Circumstances that have seriously affected my ability to showcase what I have been learning this semester, and it feels that I am going to be penalized for it. I do not believe I am the only one feeling this way."

- Anonymous, 1L

"I haven't had internet because I can't go to coffee shops Or the library because of corona so I can't follow the class"

- Anonymous, 1L

"Due to the pandemic, my little sister's day-care has closed. As a result, my mom (single parent) has been unable to go to work. In response to this, I have had to help care for my 4 y.o. sister. While I'm only babysitting during the day, it has absolutely drained me and made studying an arduous task. The financial instability of my immediate family, coupled with the fear of the unknown, has made for a stressful couple of weeks. Despite the Faculty of Law's attempt at easing that fear, the looming anxiety of gambling grades has done nothing but further the distress that I (and I'm sure many of my classmates) are experiencing."

- Anonymous, 1L

"I am an international student with ADHD and anxiety. I have been cut off from my family by border closures, greatly exacerbating my mental illness. I live with a partner who struggles with the same disabilities and I am taking care of her despite my limited capacity. Further, online classes are not conducive to concentration because of my disability. Forcing me to choose between grades and U/S adds an additional factor to my stress that I do not need. I am finding it extremely difficult to concentrate on my studies this time and don't believe I should be put at an objective, external disadvantage because of a global pandemic. Please do the right thing here."

- Anonymous, 1L

"It is difficult to maintain my normal work pace right now. I'm used to putting in about 50 to 60 hours of work a week minimum into my law studies and I'm down to putting in closer to 30 to 40 maximum. I am normally a workaholic and easily push through all nighters and do whatever it takes to get the readings done. Now though, I fight every day to write another section of a paper or do readings for upcoming classes. It is difficult to work from home. Normally, I do most of my work in the Library and only work in my apartment in the evenings when I'm wrapping up the work I did during the day. It is difficult to transition a studio from being the place of relaxation and comfort to being a place where I grind out work."

My mental-emotional state also contributes negatively to my ability to focus on work. My best friend is a doctor in the United States. A childhood friend is a nurse in New York City who has just been told she is next in line to be shifted into coronavirus duties. My cousin is a nurse and is being forced to reuse masks. My little sister, who has always been my reason for existing, is high risk. As are all my grandparents. Reports coming out of New York, where my family is, say that the healthcare system will be overwhelmed. Choices will have to be made. I'm terrified of losing someone and not being able to say goodbye. I feel so completely alone being on the other side of the border from my loved ones but I can't go home because it would potentially jeopardize my internship. I wake up anxious. I go to sleep anxious. I write this to demonstrate what my hourly thoughts and fears are. Somewhere, I know I still want to be a high achiever; but it's hard to motivate when you are scared of losing what matters most to you. I find it hard to anticipate doing as well as I did last semester on my exams and I'm worried that jobs will not look kindly upon an opt-in S/U and that I'll lose my opportunity because I feel that it is necessary in an opt-in scheme to keep all or mostly grades that will reflect poorly and inaccurately on my capabilities rather than allow employers to assume the grades were even lower by choosing to opt-in to S/U. Having worked in New York and been allowed some insight into recruitment there, I know that my fears may be exaggerated to some extent, but exaggeration is not enough to reject the realities that exist in recruitment."

- Anonymous, 1L

"I am the first generation of my family to attend post-secondary education. Having moved out of my family home at the age of 16, I followed the advice of my cegep financial advisor and accepted government loans and

bursaries. I only used them for one and a half years. Because I was from the lowest income bracket (coming from a home of a single mother with three children), my debt reached 14,000 in that short amount of time. I have worked since the age of 14 and never taken loans besides those. I have paid for my bachelors degree and now McGill tuition by working all summer and part-time during the school year. I save for emergencies like this one, and I live frugally.

Nevertheless, being that my trades are teaching yoga and waitressing, I am now out of work for the foreseeable future. I do not think there is anything that affects my mental health more than economic insecurity. I am a mess. I am constantly worrying about what I am going to do, how I am going to come back to school next semester, how I will pay rent in a few months when my savings run out. My mother, nor anyone else in my family, can afford to help me. I have not been this scared and anxious about my basic survival since I was 16 and eating out of food banks.

I live with two other roommates who are not in school. It is a wonderfully lively environment, but not very conducive to study. I usually live in libraries and cafes to get enough peace to study. I am now locked at home. I will have to write my exams in here.

I do not want to in-debt myself like the rest of my family. I do not want to take out loans. I am afraid of debt like others might be afraid of illness or emotional loss. I tried to apply for emergency aid from McGill and was told that unless I was currently receiving the MAXIMUM amount of loans from the government, my application would not even be looked at.

While some of my peers sit in their parents homes, being fed by their mothers while they take advantage of this extended study break, my review of extra-contractual obligations is constantly interrupted by anxieties like: will I be able to pay rent in three months; will my yoga studio close or go bankrupt because of this, leaving me unemployed; will my little sister, eve, who suffers from an autoimmune disease get sick; will my mom lose her job and then what will happen to eve?

I am completely aware that nothing in life is ever "fair", and have accepted that some people just have to work harder than others in life. What troubles me is that McGill could ease some of these anxieties by not adding the pressure of competing with my peers who are living in comfort right now, like other law schools have chosen to do, but instead chooses a competitive grading scheme over the wellbeing of their student body- a student body they claim to try so hard to "diversify".

Please change the grading scheme to Pass/Fail. If not, our transcripts have a greater chance of exposing the socio-economic rift in our cohort than any academic rigour or talent."

- Anonymous, 1L

"Self-isolating is the socially responsible thing to do, but it has its own risks. I have been detained by campus police and hospitalized for suicidal ideations— it is a serious illness I live with. My depression and anxiety is very much rooted in isolation and loneliness. With people forcing themselves into attempting to be productive to catch up with grades and assessments, a lot of us aren't connecting with each other. It's hard to be productive when you're in a setting that facilitates your worst thoughts about yourself, away from family and away from friends. I cannot focus and am barely keeping myself sane."

- Anonymous, 1L

"End of last semester I had been sitting at around a 'B', but in 2020 I had stepped it up and the outlook was good to push that higher—significantly higher if I maintained my mid-term grades through finals. That said, I've

(reluctantly) come to think that it's the only right thing to stand in solidarity with certain of our peers for whom high-level academic performance has become impossible. Whatever the administration's fantasy about prospective employers' 'understanding' on this issue, when you play out the "Okay, we have two CVs..." scenario I really believe that an optional S/U is bound to damage these peoples' prospects for what is likely, in the long run, of only minor benefit to me.

It sucks to feel like I worked my ass off (motivation is generally a tough one for me) for no academic reward—really it does—but I think it would feel even worse not to trust colleagues in a truly tough spot when they say that a mandatory S/U is what they need. I'm in."

- Anonymous, 2L

"My elderly mother is a medical doctor who has been told that any day now she can be called to the front lines to fight the pandemic. My sister with two kids under the age of 3, likewise is a medical doctor in a similar situation. When they are called to the front lines aside from the ever increasing horror and anxiety, I will need to help my sister babysit. The faculty of law has tried to be compassionate but it has failed. The optional S/U only creates further anxiety and uncertainty. As far as I understand it, stress and inequality are our foremost values at the faculty of law. I truly hope that this attitude changes."

- Anonymous, 2L

"My mother has stage 4 breast cancer, is currently undergoing chemotherapy, and is highly immunocompromised as a result. Were she to contract the coronavirus, it would certainly kill her. Since the beginning of the pandemic, I have been able to think of little else but its potential effects on her and the rest of my family, all of whom live more than a two-day drive from Montreal, where I continue to live alone.

On top of my mother's health problems, my family is suffering severe economic harm as a result of the crisis. My parents are divorced, and both sides of my family were already in precarious financial situations before COVID-19 hit. I fear one of my parents will soon be unable to pay rent in a state with few renters' protections and may be evicted from their apartment as a result.

Because both of my siblings suffer from chronic mental health issues, I am the person in my family who has long been responsible for maintaining communication and "holding the family together." I have spent countless hours in the past two weeks calling to check-in on family members scattered in various places. For some, I've started to fear that these could be the last conversations I will have with them.

Nearly every day I feel plagued by anxiety and dread. I am entirely disconnected from my support network and would have no way to quickly reach loved ones should the unthinkable occur. I have had extreme difficulties sleeping and concentrating. I do not know how I will manage to dedicate any time to my studies whatsoever in the coming weeks."

- Anonymous, 3L

"I am a 1L student with a mood disorder, who lives alone and away from family. "Social distancing" has been entirely isolating for me, at a time when I need others most.

Concluding the year under these conditions will exaggerate the disadvantage of those who don't have strong social, relational, or familial supports here in Montreal. I would expect that in our first year, those differences are the greatest."

- Anonymous, 1L

"My parents are divorced and both over 65. My father has Alzheimer's which requires me to call him multiple times a day to remind him about the gravity of the situation and why he is at risk. I thought I was managing with school, despite the constant mental burden, until I ignored a call from my dad while on a Skype call with my project group. I missed that call, and my dad had been bored while taking a walk from isolation, and ended up going into a store and eating a chocolate bar with his bare hands. Just that one moment I spent prioritizing school over my family has left me with days of regret and concern over whether that one lapse of isolation could end up killing him because I didn't take the call to remind him. This is just a small example to illustrate that even if some students technically are in a position to be working on school, it should not be any of our priorities right now. I certainly won't be making that mistake again."

- Anonymous, 2L

"I am lucky. I am currently in a safe, quiet environment. I have been spending my days reading, writing essays, preparing summaries and working on assignments. My summer job is not in jeopardy. In a way, this has almost felt like an extended reading week. Meanwhile, I know some of my peers have lost their jobs, are worried about returning to homelessness, are in crowded spaces, have no access to stable wifi or printers, don't have access to their textbooks, are feeling unbearably anxious, or are worrying about their health or that of relatives."

Grades are always an imperfect metric for aptitude. However, the covid-19 pandemic is bringing this to a whole new level: whereas for privileged students the pandemic may be translating into more study time, for others who aren't so lucky it means having no time or capacity to focus on schoolwork. The opt-in S/U grading scheme does nothing to remedy this inequity. As Dean Leckey acknowledged, employers will have no reason to think that someone who opted-in would otherwise have had good grades."

The decision with which the university is faced is clear: Who should be prioritized at this time? Should the Faculty cater to students for whom the current concern is getting into graduate school or getting a top job, aka those who are already privileged, or should the priority be to show that the law school recognizes that being inclusive doesn't just mean admitting a diversity of students, it also means making sure that law school is a safe place for them during these times of unprecedented stress, inequity and uncertainty."

I am proud to be at this faculty because I am surrounded by brilliant people from all walks of life from whom I learn every day. We owe it to each other to stand together in the face of this crisis, not letting it widen the inequality that already exists among our cohort."

- Anonymous, 1L

"I am not particularly experiencing mental anguish over the current pandemic. My family and loved ones are safe, and so am I. Further, I am expecting this semester to be the best of my time in law school, in terms of grades. Thus, a mandatory P/F grading system will, undoubtedly, "unnecessarily hurt my GPA". That being said, in times of extreme difficulty and anxiety such as this one, individual interests need to make way for collective interests."

In the personal statement I wrote when applying to McGill University's Faculty of law, I mentioned that a law faculty is, in some measure, like an extended family. We care for each other. We help each other. We go through good and bad times together. Given the present circumstances, we need to do more. We need to make certain sacrifices for the better good of our Family."

The time has come for me to honour my own words. I am “happy” to give up on the GPA increase I was expecting at the end of this semester so my colleagues – my Family – can enjoy a bit more peace of mind. I call on everyone to do the same. No grade is worth restricting our brothers’ and sisters’ ability to uncompromisingly care for their loved ones. Doing so should not come at the price of more anxiety, more sleepless nights, more depression, more tears, more degradation of one’s mental health.

Let’s show that we are responsible, compassionate and caring members of society. Under the present circumstances, taking care of ourselves, our families and our loved ones should not be our top priority; it should be our sole priority. Do your part. Make sure everyone is able to take care of their loved ones.”

- Anonymous, 3L

“This year has been one of the hardest of my life. I have always struggled with depression and anxiety, but at the faculty of law, my pain attained new heights. However, after my first ever bout of suicidal ideation, I decided it was finally time to seek help. Not a week after my first session with the McGill Wellness Hub, everything shutdown.

COVID-19 has now taken away my community, my friends and support system. By my friends who have remained in Montreal, I have been stretched thin as I have tried to ease their panic and anxieties. In this time of crisis, taking care of those I love is more important than this university EVER will be. But I feel like am about to snap: my anxiety has never been worse, and my ability to focus has been completely destroyed. It feels like a cruel joke, that at the moment I decided to seek help, the world would take it away.

The faculty of law's current S/U policy is needlessly cruel. Why would you take away our ability to at least see our grades first, like the rest of the university? By forcing us to make a decision within 48 hours of submitting our exams, you have effectively asked us to gamble with our grades. The current policy has therefore only increased my anxiety.”

- CJC, 1L

“While I feel like we are supposed to be using this time to be productive, I unfortunately caught COVID-19 last week and have spent almost 10 days in bed ill. Even while being this sick, I still feel stressed about my productivity because I am so concerned about getting my work done and achieving good grades. I know that I can take the S/U option, but that still would likely put me at a disadvantage compared to someone who spent this time studying and opted to take their letter grades. Moreover, with the Student Wellness Hub being closed and access to mental health services being limited, I haven't been able to see my therapist in weeks and likely will not be able to get an appointment before the end of the term so my mental health is suffering even more in an already stressful time.”

- Anonymous, 1L

“I am a relatively privileged student and am not immediately concerned about the threat of Covid to those nearest and dearest to me. I have the financial credit necessary to weather the uncertainty of this moment and while I find it more difficult to study at home, I feel that I will perform relatively well in my exams and final assignments. It is in my best interest to not opt in to S/U. However, I have signed this petition in solidarity with the members of my community who are not in the position that I am in. It breaks my heart to think that if I make the choice that’s “right for me” I could be getting a job over someone else because while I was able to study for an exam, they were grieving the loss of beloved friends and family members who they never got to say goodbye to. The Faculty should not put me in this position and it should not put my more negatively impacted classmates in this position. I am devastated for my McGill Law community and I am devastated that the administration has not stepped up to

support its students equally.

- Anonymous, 3L

"I sympathize with the position the Faculty now finds itself in, and realize that no matter what course it adopts, it will leave some students unsatisfied. For this reason, I urge the Faculty to prioritize the voices of those most directly impacted by this crisis, who have been strong and generous enough to detail some of their experiences above. I have been truly humbled and inspired by all the amazing people I've met in my first year at the Faculty, and am devastated to hear and read about their experiences these past few weeks.

I was initially disappointed to hear of the S/U option, for the completely selfish reason that I was happy with my grades and proud of all the work I had put into my classes. However, I also realize that I am not the most victimized in this situation. Even though a mandatory S/U policy would effectively erase the grades I am so proud of, I still know that it is the right thing to do here. To prioritize my GPA right now, amidst the collective sense of grief and existential uncertainty, would be truly cruel and absurd.

The choice is clear: adopting a mandatory S/U policy would relieve students of the very real stress of having to gamble with their grades, while also ensuring equity and standing in solidarity with those most-impacted, who, for reasons beyond their control, now find themselves unable to focus on their studies. The obsession with individualism (so well-captured by this debate about grades in the midst of a global pandemic) is not going to solve this problem. What we need is a sense of solidarity and community responsibility. I am calling on the Faculty to put this into practice."

- Anonymous, 1L

"I am a recovering addict. I am proud to have 6 months clean as of this week, but the COVID crisis has put all of this progress at risk. Back when I was using, I would self-isolate with my drug of choice, holing myself up in my apartment much like we are all being asked to do now for the greater good. Right now, my only care in the world is staying clean for one more day.

What the opt-in S/U policy does for me, then, is this: it forces me to decide between my recovery and my grades. No addict should have to choose one over the other. It shouldn't even be a choice I should have to make, nor one that my school should force me to make--and I refuse to.

Even if I opted into S/U, I would ultimately have to explain why I chose it to a prospective employer. In order to do this, I would have to break my anonymity. I'm sure this faculty understands as well as anyone that being a recovering addict isn't exactly something anyone would feel safe to admit to in a preliminary interview. Yet this is what the faculty suggests I do.

Peoples' private affairs should remain private. In making us choose to opt-in to an S/U policy, the faculty is putting already vulnerable people at even more risk, and more offensively, suggesting that this is somehow good for us; something we should be grateful for. Not everyone is an addict like me, but that doesn't mean we should be opening up fresh wounds to potential employers in the hopes that they show us mercy. The way to avoid this situation is simple: implement mandatory pass/fail. People facing hardship should never have to justify to employers the extent or nature of our personal struggles."

- Anonymous, 1L

“A hypothesis given for McGill Law's current S/U policy is that it is to maintain McGill's prestige. I ask you then why do 11/14 of T14 US law schools have adopted a mandatory S/U policy. Of the remaining three, two have an S/U optional policy done AFTER grades. If the top law schools in the US are so concerned about prestige, why have they not adopted a policy similar to ours? In Canada, the law faculties at U of T, Dalhousie, and Windsor have adopted a mandatory S/U policy. UBC, UDEM, and Queens have all gone with S/U AFTER grades. Why, then, are they not also concerned about prestige? It is clear that McGill is going in the wrong direction if all of the law schools ranking both below and above us are making the choice to move to a mandatory scheme. It is clear in light of this situation, that the faculty of law does not care about us. It is INHUMANE to favour prestige or the like over students' mental health during this crisis. It is INHUMANE to make students and professors go forward, business as usual, during this time. Business is NOT as usual. People are dying, the world around us is collapsing, and all you care about is for the majority of us to maintain our grades.

This is exactly like the situation in the States where they are calling for letting the old and weak die, and to keep working to maintain the economy. The faculty is calling for those who are mostly unaffected to keep their heads down and keep working while those of us who are suffering to struggle and fall back, it's as they're sweeping us under the rug. The faculty doesn't care about any of us one bit and they're widening the inequalities among us in doing so. You'll see our numbers in diversity touted on pamphlets and online, but when it comes time for them to step up and support us, we're suddenly forgotten.

I have not been able to focus for the last two weeks. No schoolwork has been done and I don't even know when my new deadlines are. I'm a ball of anxiety and I don't know how I'm going to be able to sit through an exam especially when I have an unstable wifi connection and no workspace. Add to this the extra stress in making the decision to use S/U on some of my classes. I shouldn't be worrying about my grades or whether taking a class S/U will be worth it. I should be worrying about my immunocompromised mother who works at a hospital where PPE is being rationed and whose patient is suspected of having COVID-19. I should be worrying about myself because I have a respiratory disease which makes me more vulnerable and because my medication is said to increase the effects of COVID-19. I should be worrying about the two abused women who are currently in hiding at my house and whose plans to get to the USA to restart their life is up in the air. I should be worrying about my friends & family across the country or across the border. I should be worrying about my finances, and my ability to pay for my education and my unemployment. I should be worrying about myself, my friends, and my family who are Asian and might be attacked due to increased bigotry. I am worrying about all those things, but the thing sitting at the forefront of my mind, causing undue anxiety & stress, is my grades. It seems so trivial compared to all the things I listed, but this is what the faculty has done to me in light of their decision.

I wore my favourite pair of pants today, only to find that they now sit loose at my waist. I bought them in January. I'm having breakouts when my skin was perfectly clear two weeks ago, and I'm losing an unusual amount of hair. These all seem trivial, but this is how the anxiety caused by this disease and this faculty are physically affecting me. One is unpreventable, the other is.”

- Anonymous, 2L

“My landlord, who's air bnb business is not doing well during this pandemic, has been attempting to leverage this situation to cancel our lease in September to find someone who can start in May despite us already having an agreement. So, on top of the worry about covid-19, school and how my family will be doing now that my dad is out of work, my roommates and I had to fight with our landlord to secure our living situation. Though this is no doubt a small struggle compared to those of some of my classmates, it has been incredibly disorienting having my daily routine disrupted, no longer living in the same city because my family needed me home, feeling isolated from all the friends who have become like family in Montreal, while my housing situation feels uncertain. I know personally a

mandatory S/U grading scheme would relieve some stress contributing to my mounting anxiety and is necessary to equitably support students who are going through an even more difficult time than myself.”

- Anonymous, 1L

“My brother has depression and has expressed being suicidal to me before. He's on his own right now, barely responding to any messages we send. I haven't heard from him since last Friday. We have to self-isolate since my mom recently came back from a trip so we can't even drive out to him without risking heavy fines or jail time. It's hard to focus on work when I know this is making things worse for him and he's facing it alone. This is on top of my dad potentially being let go and employers telling me that with all the uncertainty summer employment chances are looking slim.”

- Anonymous, 1L

“I have family abroad in some of the worst hit countries, of old age and struggling. I have family within Canada in senior residences, who we have been unable to contact and unable to visit, who are simply waiting to see if infection arises within their residences. I have family at home, vulnerable and scared, who I cannot care for until I know it is safe for me to return home. Daily, family reaches out for advice, confused and scared as to how to proceed and what to expect. At the same time, I am scared too - not only for my family, but for myself and for the future. Additionally, I have poor internet at home, and do not have a quiet apartment, causing me to struggle enormously to work. This is all to say that we are all affected by this, in one way or another.

It would not be honest of me to say that I am not troubled by the discourse in our student body. While all views are important and understandable, and I truly do not believe that is one solution that would help all, I can only imagine how poorly it must feel to be one of the students in the faculty struggling enormously personally as a result of the pandemic, and seeing classmates hesitant to help me in this matter. If anything, this petition is a sign of support to all those students who are facing an incredibly difficult time right now. We are here for you, and we want to help you.”

- Anonymous, 2L

“Due to COVID-19, and on the advice of McGill, I've had to move back home across the country, not knowing when or if I'll be able to return to my apartment in Montreal. Because of a pre-existing cold, I couldn't fly and instead had to drive, taking 5 days to get home. The day after I got home, my family discovered that we had to move my 90 year-old grandmother from her nursing home, where there are now 5 confirmed cases of COVID-19, into our house. There are now 6 people living in my house, one of whom is still working in essential services and cannot self-isolate, another who needs full-time care.

I have not been able to do any school work during the past two weeks. This is in part because there were suddenly new jobs to do, like packing up my home, driving across the country, moving my grandmother, among countless others. However, even when I have had a rare free moment, schoolwork has been impossible to do because of the near-constant stress of this situation. I am having panic attacks almost every day. My mental health resources have dwindled, because I can no longer see my counsellor at the McGill Hub, and I can't be with my friends. Already an immensely stressful situation, the added pressure of having to decide whether or not to gamble on my marks without knowing what they are, knowing that future employers will see an opt-in S/U as a sign of a bad grade, is paralyzing. I feel caught between choosing to care for myself and my family, and doing schoolwork.

COVID-19 will not be over on April 1st, when we all return to classes. It will not be over when we're writing final exams. People will continue to be affected by this crisis in new and devastating ways. My life has been completely

changed, and I'm one of the lucky ones."

- Anonymous, 1L

"I think a lot of law students were admitted to law school saying they wanted to help people and contribute to broader society. I also hear a lot of this sentiment in my classes. This is a very practical and accessible way to do that"

- Anonymous, 3L

"Je fais clairement partie des personnes les moins affectées par cette crise-- je vis avec beaucoup d'ami-es dans un gigantesque appartement, ma famille s'est isolée à la campagne, et je suis une fière rentière de l'Aide financière aux études, alors les sous ne m'inquiètent pas tellement.

Je comprends aussi que mes camarades de classe ne surfent pas tou-tes sur des conditions aussi idéales que les miennes. Et je trouve tellement, tellement décevante l'attitude de la Faculté de droit, qui crée un énorme stress sur ses étudiant-es (ajouté au stress pandémique), et qui renforce des inégalités déjà présentes entre nous. Nous avons été informé-es que des 'senior advisors' avaient été consulté-es, qu'il y avait communications entre les doyen-des des facs de droit canadiennes, mais on comprend aussi qu'il n'y en a pas, de 'protocole pandémique'. Ce qu'il y a, par contre, c'est un espace pour l'imagination, et la flexibilité dont tou-tes doivent faire montre, ben ça devrait s'appliquer à la fac, aussi.

Vos étudiant-es sont solidaires les un-es vis-à-vis des autres, et vous demandent une notation S/E obligatoire-- j'estime, ou j'espère que, la faculté appartient à ses étudiant-es autant qu'à son administration et à ses profs, et que vous saurez respecter, et care for, nous.

Sur une autre note: avec quelques ami-es, dont d'autres étudiant-es de la fac de droit, nous nous activons dans nos communautés pour soutenir les personnes qui reçoivent une sacrée claque dans la face. Et l'adoption d'une notation S/E obligatoire permet aussi ça, de sortir la tête de nos cahiers et de s'agir solidairement dans notre ville, surtout quand on n'est pas vulnérabilisé-es, en santé, et bien imprégné-e des plénières d'Aaron Mills sur le kindship et la mutual reciprocity."

- Anonymous, 1L

"My mom works as a doctor at a clinic. The service is considered an essential one for now, but it could change at any moment. The family dynamic is very different than usual, because my mom lives in isolation in our own home because she does not want to give us the virus. This is probably the only change in my life because of the virus, but still a very real one that has impacted my ability to study. I am privileged in this situation as I don't need to be worried about anything related to finances, rent, or anything else. So when I think about everyone who has a financial stress, added to academic stress (which is one which is present pandemic or not), or a stress for a family member (as me), my heart completely breaks, because I truly do not know how they do it. I understand that a mandatory S/U policy is not something that the faculty can put in place easily. But I don't think that people already worried about job opportunities should be worried that because of factors out of their control, they are at a disadvantage."

- Anonymous, 1L

“I have been fortunate during this pandemic in that I have a strong support network and relative financial security, so I do not have to worry too much about the effects of isolation and potential joblessness over the summer now that the internships I applied to may not be available. However, I have been dealing with the grief of losing my great-grandma last week, knowing that there will be no funeral for her. On top of this loss, I have two elderly and high-risk grandparents who have concerning symptoms, but they are not receiving tests or treatment because they are not yet sick enough. The effects from these circumstances are compounded because I do not feel that it is safe enough to travel home, so I am cut off from my entire family.

I have been encouraged to reach out to the SAO to receive special accommodations regarding these circumstances, but I do not think there is anything they could do for me because I do not feel like my ability to study has been impacted severely enough to warrant a deferral or anything, nor do I want to extend my stress over studying to a later date. I just want to survive this semester and focus on staying connected to my family members as much as possible by continuing my daily phone and video calls with them.

I have been extremely proud of the grades that I have received this year, and even with everything going on I know I am lucky enough to have a quiet space to study and write exams undisturbed. With the opt-in S/U policy, however, it feels like I am engaging in a prisoner's dilemma and actively putting my own interests above the well-being of my fellow classmates who are dealing with worse circumstances through no fault of their own. I would love to keep or even improve my B average, but not at the cost of making myself look better than someone who has worked just as hard as I have but has to take an S on their transcript because of COVID-19's unprecedented impacts.

Reading the other testimonials has been humbling and I am proud to be a part of such a strong, compassionate, and resilient student body. Times like these call us to put aside our normal interests and act in solidarity, so I would ask that those who, like me, are happy with their grades to please set aside the competition for now, and look out for our colleagues who are going through what may be the worst time of their lives. I am still hoping that the faculty will demonstrate leadership and responsibility for student welfare by adopting a mandatory S/U policy to end the anxiety of strategic decision-making around school at a time of global crisis.”

- Anonymous, 1L

“My grandmother is 93 years old and is currently hospitalized in Paris with COVID-19. She is unable to speak due to the pain. No one can go visit her and the hospital is so overwhelmed that we are barely able to get through to them daily to get updates on her condition. I am constantly stressed that she will not get better and I will not get the chance to say goodbye. I constantly think of how alone and afraid and neglected she must feel.

My father is in his 70s and has COPD, hypertension and cardiovascular disease. He is one of the most at-risk people and I am terrified that he will get sick with COVID-19.

I have a good GPA and had a bunch of interviews lined up through Course aux Stages with big firms. Now that is all up in the air and I am stressing out over my future, how I will pay off my student debts and how I will pay for my exchange in the fall without a summer job (if exchanges will even happen at this point). My midterm grades this semester are good. I was planning on maintaining or slightly improving my average, but the current situation means that other MORE IMPORTANT things are weighing on my mind - my family, their health, my friends, etc. An optional S/U scheme is making a joke of the very stressful and extraordinary circumstances that a lot of us are going through. It essentially gives an extra boost to students who are more privileged and can keep their grades because their final exams will be compared to those written by extremely stressed and under-prepared individuals - making them look better and allowing them to get a higher grade than they normally would.

- Anonymous, 2L

"I am very fortunate and have not been impacted by this crisis to the same degree as many of my peers. While undoubtedly this situation is stressful, I am housing and food secure, I have a quiet study space in my apartment, and my family is in good health. The current opt-in S/U policy benefits students like me while being unnecessarily cruel to other students. I can choose to leverage the optional s/u policy in order to boost my GPA- by taking one or two classes s/u and then focusing my energies on my other classes in order to get as high a grade as possible. The Faculty's response to this pandemic should not be to introduce policies that allow and even encourage students least impacted to "game the system," while forcing impossible choices upon those more impacted. I am sympathetic to the many students who were relying on their grades this semester, and strategically chose their classes to boost their GPA. But now many of those students are unable to focus any of their energies on schoolwork for the rest of the semester for reasons completely outside of their control, and the administration is privileging the few who can.

Further, while the Dean said that the enforced averages would be relaxed this semester, and averages would not be published on transcripts, he was unclear on what this "relaxation" means. In general, our grades are relative to the work of other students. While many students are focusing on the health and well-being of their families and themselves, the quality of their schoolwork will not be a true representation of their knowledge and capacities. Is it fair that my work will be graded relative to their work?

Finally, while the CDO has assured us that students will not be "penalized" by employers for taking s/u, the current policy rewards students least impacted by this crisis on the backs of those most impacted. The Dean conceded that s/u will be perceived as synonymous to a bad grade by employers, and encouraged students not to exercise that option. While employers may be understanding of how this pandemic has impacted students, if they are comparing the transcripts of a student who got high grades despite the pandemic and a student who chose s/u, the first student will clearly have an advantage. The Faculty should lead by example during this pandemic by acting in solidarity with those most affected, rather than encouraging those least affected to continue the rat race while those around them are suffering."

- Anonymous, 2L

"I am someone who would benefit from the optional S/U. I chose small classes this term, where it would be more likely that the grades were curved upwards. I have the majority of my marks back already in these classes, and with the final exams having small weight, I will likely improve my GPA with my final letter grades. To employers, my transcript would almost certainly be more appealing than that of a student who chose S/U various classes.

However, since arriving to McGill I have been overwhelmed with the sense of community between law students. There is the notion that we are all in the same boat: people share notes, summaries, tips, and generally root for each other's success. It is in that spirit that I will be signing this petition. I don't want to elevate my GPA this semester at the expense of students who cannot. It is a reality that whether or not other students exercise S/U, my final exams will be marked relative to their performance, which as seen from these testimonials will be impacted from stress, anxiety, and sickness. I don't feel good about that.

Changing the S/U policy from optional to mandatory would reflect a Faculty that can adapt to changing times. We should follow the progressive approach of other top universities in North America and adopt a mandatory S/U policy for this unprecedented situation."

- Anonymous, 2L

"I live in an emotionally abusive household, and many factors make it impossibly hard for me to move out in the foreseeable future. I usually make sure to spend as much time outdoors as possible whether it be at the library to

study or at the gym. While social distancing is necessary to flatten the curve, social distancing has also forced me to coexist with the abuse, which aggravates my depression.

My access to therapy has been affected by the current circumstances. The usual techniques given to me to deal with my depression (e.g. not staying indoors, socializing and exercising) have also been hard to use. Being productive these past two weeks has been impossible and I can only imagine the impact my current living arrangement will have on my final grades. Knowing that my 1L grades will be important for next year's Course aux Stages only makes matters worse to me.

While I understand that McGill is doing its best and that my experience is not a shared one, I find that a mandatory S/U option is a viable and reasonable option."

- Anonymous, 1L

"As someone who has the privilege of being minimally impacted by the pandemic (stable health for myself and my loved ones; stable studying capacity in my apartment or at my parents'; stable financial security now and this summer) and who performed above the average during midterms, the optional S/U grading scheme should be a golden opportunity for me to improve - or, at least, maintain - my grades.

Yet, I prefer NOT having this "option," if it is (inequitably) provided to me on the backs of students who are unable to benefit from it - by no fault of their own, but rather as a result of a discretionary (to a certain extent), administrative decision.

Considering that grades in law school are accorded so much weight as a tool for assessing academic strength RELATIVE to a student's cohort, I seriously question what value the grades from a semester with an optional S/U grading scheme can veritably offer to a recruiter (be they academic or professional).

In theory, when an A is awarded among a sea of Bs in a regular semester, such an achievement is literally exceptional because those Bs were given to already exceptional (truly, you all are) students who were performing at 100% capacity. In practice, can the same be said about an A that is awarded during a semester when not all of those students were in a position - again, by no fault of their own - to perform at 100% capacity?

Now, consider an A awarded in a semester during which students - in addition to being unequally affected by a literal pandemic - had reduced opportunities for assessment, wrote exams whose format was modified at the last minute, and could elect to not receive a grade - thereby precluding both the usual publication of a class average and the strict enforcement of a B average. What is a recruiter honestly supposed to make of such an A? That the student actually performed to that exceptional level RELATIVE to the typical performance of their cohort; that the student was able to demonstrate resilience in overcoming challenges due to the pandemic and still managing to excel; or that the student got "lucky" and was in a position of privilege to think "strategically" in order to "game" the system?

You know where I stand.

Putting this in terms of constitutional law, I argue we should move beyond mere formal equality (i.e. equal treatment and application of an optional S/U grading scheme) toward substantive equality - which demands the equal outcome for all of a mandatory pass/fail grading scheme. To paraphrase and recontextualize Andrew Petter and his critique of section 15 equality rights, provided everyone is equally disentitled the benefits of a grade, the requirements of a truly equitable response to this pandemic can be met.

In solidarity,"

- Anonymous, 1L

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-Anonymous, 1L

“While social distancing is taking a toll on all of us, those suffering from mental illness are often even more drastically affected. I suffer from an eating disorder. At this point in my illness, my social worker, my nutritionist and I had concluded that spending a minimal amount of time in my home was ideal for me to avoid relapse. With a disciplined routine oriented around my daily class schedule and peers around me to normalize regular meals, I was

functional enough to succeed in school, achieving very good results on my evaluations and having sufficient energy to focus in class. Since March 13th, this progress has gone down the drain.

I am now confined to the place I was trying so hard to avoid, the place that draws out my symptoms and destructive behaviours, the place that is so noxious to my recovery. I have relapsed. Severely. Isolation in my home has eliminated my options to “flee” my disorder. For public health reasons, I am forbidden from leaving the setting that imperils my own health, and I am bombarded relentlessly by my disordered thoughts. My condition is far from improving, and I am extremely concerned with rendering myself so mentally vulnerable and physically weak that I will cease to function entirely. Being stuck in my home is the worst possible scenario for my current mental state. With this extreme stress occupying the near totality of my thoughts, I have been unable to adequately focus on my academic work. I fear that my situation will only further degenerate, heavily weighing on my ability to write my final exams.

Knowing that I am not the only person struggling with mental health issues exacerbated by the current pandemic and imposed confinement (let alone those who face financial instability, have children at home or are themselves infected with the virus), a universal S/U policy would be an infinitely more equitable solution than the opt-in scheme proposed by the Faculty. The Faculty’s current policy forces students to make their grade a gamble, and the cards are not dealt out fairly. Choosing the S/U option may prompt interrogations in upcoming years that will leave students currently facing difficult situations uncomfortable, forced to lie or decline answering questions in order to not expose the struggles they wish and have a right to keep private. A two-tier system does not reflect the valuation of students’ wellbeing and success I thought representative of McGill’s Faculty of Law.”

-Anonymous, 1L

Signatures

Time of last signature update: 10:43pm, March 31

- | | |
|----------------------------------|----------------------------------|
| 1. Emily Knox, 2L | 22. Nadine Mohammed, 3L |
| 2. Michael Beauvais, 2L/3L | 23. Jeanne Mayrand-Thibert, 1L |
| 3. Ana Qarri, 2L | 24. Frederique Morin, 1L |
| 4. Alanna Crouse, 2L | 25. Aymen Benbouzid, 2L |
| 5. Meg Heesaker, 1 | 26. Abby Shine, 1L |
| 6. Sejeong Park, 2L | 27. Aidan Wall, 1L |
| 7. Sidney Black-Rotchin, 2L | 28. Laura Doyle Péan, 1L |
| 8. Maria Anghelidis, 1L | 29. Anna Rotman, 3L |
| 9. Caroline Tippins, 1L | 30. Isabelle Côté, 1L |
| 10. Camila Franco, 1L | 31. Leonie Bourdeau, 1L |
| 11. Larissa Parker, 2L | 32. Niamh Leonard, 1L |
| 12. Morgan McGinn, 3L | 33. Miguel Therrien, 1L |
| 13. Sara Wright, 1L | 34. Jeremy Lohier, 1L |
| 14. Emma Nuara, 2L | 35. Raphael Schmieder-Gropen, 2L |
| 15. Kiana Saint-Macary, 1L | 36. Danielle Maor, 1L |
| 16. Irfan Tahiri, 2L | 37. Alessia Zenga, 1L |
| 17. Katrina Bland, 2L | 38. Samuel Helguero, 1L |
| 18. Iradele Plante, 2L | 39. Cora Madden, 2L |
| 19. Audrey Parent, 1L | 40. Alexander Shapiro, 1L |
| 20. Heather Warren, 1L | 41. Katrina Graham, 1L |
| 21. Stephanie Goyer Enriquez, 2L | 42. Emma Lodge, 1L |

43. Lyndon Entwistle, 2L
44. Alex McPhail, 1L
45. Brendan Lahey, 1L
46. Savleen Sur, 1L
47. Nikolas Shymko, 2L
48. Asiyah Siddique, 1L
49. Yasser Rzaini, 1L
50. Laura Hamdan, 2L
51. Nadya Goorachurn, 1L
52. Michelle Poupart, 1L
53. Eric White, 1L
54. Michelle Pucci, 2L
55. Shona Musimbe, 1L
56. Alex Dubé, 4L
57. Ryan Faulkner, 1L
58. Kazumi Moore, 1L
59. Aymeric Tardif, 1L
60. Christopher Joseph Ciafro, 1L
61. Pushkar Seewooruttun, 1L
62. Ryan Hicks, 3L
63. Émilie LaFlèche, 2L
64. Maria Rueda Martinez, 1L
65. Liam Brunton, 1L
66. Emma Sitland, 1L
67. Jacob Krane-Paul, 1L
68. Chris Liang, 1L
69. Allisa Ali, 1L
70. Caroline Rouleau, 3L
71. Chukwubikem Nnebe, 1L
72. Stewart Wiseman, 1L
73. Jay Lu, 1L
74. Steve Novakovic, 2L
75. Alexandra Champagne, 1L
76. Rachel Toope, 1L
77. Aretta Gelineau, 1L
78. Beth Friesen, 3L
79. Billie Godbout, 1L
80. Kayla Maria Rolland, 2L
81. Maya Gunnarsson, 2L
82. Vincent Yagayandi, 1L
83. Garima Karia, 1L
84. Margo Crawford, 3L
85. Meghan Boyer, 1L
86. Ian Therrien, 1L
87. Nicholas Doiron, 1L
88. Ellen Spannagel, 1L
89. Anna Gignac-Eddy, 1L
90. William Bryson, 1L

91. Jeremy Wiener, 1L
92. Geneviève Nevin, 1L
93. Kassandra Neranjan, 1L
94. Karolina Kasparov, 1L
95. Naomi Barandereka, 2L
96. Laurent Côté-De Lagrave, 1L
97. Benjamin Hughes, 1L
98. Jonathan Martin, 2L
99. Justin Forte, 3L
100. Camille Lustière, 3L
101. Ayelet Ami, 1L
102. Linnea Kornhauser, 1L
103. Nicole Thompson, 3L
104. Josh Fichman-Goldberg, 1L
105. Lauren Weaver, 3L
106. Kelly O'Connor, 4L
107. Raphaëlle Haket, 4L
108. Danielle Arseneau, 1L
109. Leila Alfaro, 2L
110. Alejandra Espinosa, 1L
111. Lara Itani, 2L
112. Fiona McGuinty, 1L
113. Ariel Holmwood-Bramwell, 1L
114. Amélie Racine, 2L
115. Karifa Magassouba, 1L
116. Pierre-Olivier Ferko, 1L
117. Justin Jalea, 1L
118. Sarah MacRae-Korobkov, 2L
119. Meghan Albert, 1L
120. Georgia Therriault, 1L
121. Elise Mallette, 2L
122. Gabriel D'Astous, 2L
123. Matthew Tse, 1L
124. Arsalan Ahmed, 2L
125. Rania Hamdine, 1L
126. Laura Fernz, 1L
127. Claire Henderson-Hamilton, 2L
128. Caroline Schurman-Grenier, 3L
129. Marc Lussier, 3L
130. Joshua Ginter, 1L
131. Olivia Kostin-Cohen, 1L
132. Katerina Cook, 1L
133. Jerry Lan, 3L
134. Christopher Ivancic, 1L
135. Philippe Guay, 1L
136. Brett Howie, 2L
137. Annafaye Dunbar, 3L
138. Jessica Haddad, LL.M.

139. Kerry Ann Marcotte, 3L
140. David Gelles, 4L
141. Sandrine Masri, 1L
142. Ella Leishman-Cyr, 3L
143. Gabrielle Genest, 1L
144. Julianna Duholke, 2L
145. Olivia Huynh, 2L
146. Ariel Parienti, 2L
147. Guillaume Spendov, 1L
148. Jasmine Zyp, 1L
149. DJ Tokiwa, 2L
150. Hülya Miclissey-Polat, 1L
151. Kathryn Chadwick, 3L
152. Golbarg Raphaella Hassan, 1L
153. Oliver Chan, 2L
154. Adrienne Tessier, 2L
155. Chrys Saget-Richard, 2L
156. Malaya Powers, 3L
157. Claire Lawrence, 3L
158. David How, 2L
159. Nicole Whitmarsh, 1L
160. Sharayer Rajabi, 2L
161. Zachary Bensemana, 2L
162. Suzanne Newing, 2L
163. Kelsey Ayow, 3L
164. Nicole Maylor, 3L
165. Yara Stanom, 2L
166. Kayla Míguez, 2L
167. Alexandre Giroux, 3L
168. Kai-Lee Gibeault, 2L
169. Mohand Khoudier, 1L
170. Joseph Rucci, 3L
171. Jodie Côté-Marshall, 3L
172. Lauriane Palardy-Desrosiers, 2L
173. Carolyn Booth, 4L
174. Elizabeth Yu, 1L
175. Hannah Dean, 3L
176. Laura Turcato, 3L
177. Emma Brayley, 1L
178. Brittini Tee, 3L
179. Alexandra Magazin, 3L
180. Mahwish Tazeem, 3L
181. Diana Stepner, 2L
182. Kirstie Russell, 2L
183. Rhianna Vonk, 2L
184. Kathleen Barera, 3L
185. Eva Monteiro, 2L
186. Sophie Kassel, 3L
187. Leo Cen, 1L
188. Alana Logie, 3L
189. Lian Francis, 3L
190. Bianca Braganza, 2L
191. Khadija Ahmed, 1L
192. Kerrin-lee Whyte, 3L
193. Sonia Ahimana, 3L
194. Hanna Rioseco, 1L
195. Kim-Lan Dam, 2L
196. Theodora Leustean, 1L
197. Isabelle Zwicker, 1L
198. Michael Forestell, 3L
199. Nadine Wanczycki, 2L
200. Leon Perez, 3L
201. Mitchel Fleming, 3L
202. Zohal Tarshi, 1L
203. Peter Liddle, 1L
204. Michelle Arentsen, 1L
205. Anass Bencheekroun, 2L
206. Diba Somani, 3L
207. Attou Mamat, 2L
208. Martina Kneifel, 2L
209. Pierre-Olivier Gagné-Corriveau, 1L
210. Luu Doan, 2L
211. Anita Sengupta, 1L
212. Yasmeen Dajani, 4L
213. Emily Crompton, 1L
214. Jordan Pynn, 1L
215. Kevin Hill, 3L
216. Nick Pineau, 1L
217. Charles Scott McDonach, 1L
218. Catherine Labasi-Sammartino, 3L
219. Alyssa McLeod, 2L
220. Vinothini Panchadcharam, 1L
221. Lara Sioui, 2L
222. Emma Brown, 2L
223. Erica Trenson, 3L
224. Talia Huculak, 3L
225. Marla Williams, 1L
226. Beatrice Mackie, 2L
227. Julia Hornstein, 1L
228. Dominique Gregoire, 1L
229. Robyn McDougall, 1L
230. Isabelle Baptiste, 1L
231. Sarah Nixon, 1L
232. Audrey Berteau, 3L
233. Kaelyn Macaulay, 1L
234. Adam Rossiter, 3L

235. Julia Green, 2L
236. Xin Yue Zhang, 2L
237. Félix-Antoine Pelletier, 3L
238. Dena Kia, 1L
239. Farah Kawtharani, 2L
240. Curtis Mesher, 3L

Alumni

1. Annike Flomen
2. Souhila Baba
3. Meghan Pearson
4. Brittany Williams
5. Elias Leon
6. Sydney Warshaw
7. Abbie Buckman
8. Yuan Stevens
9. Anna Lindgren-Tanga
10. Talia Ralph
11. Jillian Ohayon
12. Andréa Baptiste
13. Roksolana Zakirova
14. Lex Gill
15. Joanne Whyte
16. Olga Redko
17. Charlotte-Anne Malischewski
18. Dayeon Min
19. Siena Anstis

20. Julia Gray
21. Aly Haji
22. Jessica Braun
23. Jia Bao Wu
24. Andrew Ruban
25. Mairi Springate
26. Robert Peterson
27. Julie Godin Morrison
28. Angie Joshi
29. Alizeh Ladak
30. Daria Boyarchuk
31. Laura Crestohl
32. Farid Muttalib
33. Katie Spillane
34. Lauren Chang MacLean
35. Hannah Wizman-Cartier
36. Bart Dzikowski
37. Karen Lajoie
38. Venetia Whiting
39. Rachel Seigny
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