Appendix Clubs

P.7 SGPS Clubs

P.7.1 Purpose

a. The purpose of this policy is to provide general guidelines for the registration and funding of SGPS clubs.

b. The SGPS shall encourage the creation and function of clubs whenever possible.

c. The SGPS recognizes that clubs serve the academic and social life of Graduate and Professional Students and the SGPS shall actively strive to meet their needs in a collaborative and proactive fashion.

d. The SGPS shall not interfere with the governance and purpose of a club to the extent that it does not violate SGPS Bylaws and Policies.

e. The SGPS further recognizes that distinctions between AMS and SGPS clubs leads to divided communities and may discourage members of both societies from taking part in meaningful organizations and activities. In order to support its members and the community at large the SGPS will work with the AMS to fund and administer a joint clubs system that will serve all Queen’s students.

P.7.2 The Queen’s Clubs Office

a. The SGPS will partner with the AMS in order to fund and participate in the operations of the Queen’s Clubs Office.

b. The terms of this partnership will be clearly outlined in a Memorandum of Understanding (Clubs MoU) between the AMS and the SGPS.

c. The SGPS commits to fulfilling the terms and obligations of this Clubs MoU and maintaining a good working relationship with the AMS.

d. In the event that an SGPS policy conflicts with the Clubs MoU then the Clubs MoU will take priority.

e. The Queen’s Clubs Office will operate in accordance with AMS Policies and the latest binding Clubs MoU. Club ratification, event approval, and funding will be administered by the Queen’s Clubs Office in accordance with these policies.

f. The SGPS and the AMS shall share the administrative oversight of all Queen’s clubs.

g. In applying for and accepting ratification, clubs implicitly agree to all obligations and responsibilities as outlined in AMS Policy and contracts.

h. Clubs shall recognize the importance and validity of such obligations and responsibilities for the functioning of the Society and in its ability to grant the rights and privileges. A violation of any of the obligations, or any other any violation of an appropriately published non-academic rule or regulation of the University, SGPS or AMS which regards the administration of a club, may constitute oversight and sanctioning actions by the Queen’s Clubs Office. Where applicable, specific contracts override policy.
P.7.3 SGPS Representation at the Queen’s Clubs Office
a. SGPS Members will be eligible to apply for paid positions in the Queen’s Clubs Office as negotiated in the MoU. Hiring for these positions will be conducted according to AMS Policy.
b. SGPS representatives will be invited to sit on the Queen’s Clubs Office Hiring Panel, the Ratification Review Committee, the Space Allocation Committee, the Clubs Grant Committee, the Club Awards Committee, and the ad-hoc AMS Appeals Committee. The SGPS Executive will have the authority to select the representatives for these positions at their discretion.

P.7.4 Queen’s Clubs Office Representation at SGPS Council
a. The Clubs Manager of the Queen’s Clubs Office will have a non-voting seat on SGPS Council and be invited to submit a monthly report on the work of the Queen’s Clubs Office, any issues, and the activities of student clubs. This report will be included in the normal SGPS Council package and follow the same rules and guidelines.

P.7.5 Arbitration
a. Disputes arising between SGPS members, clubs, and/or the SGPS shall be arbitrated by the Judicial Board (B.18) in accordance with their roles and responsibilities as outlined in SGPS Bylaws and Policies. Decisions of the Judicial Board are final.
Appendix SHRC

B.19 The Sexual Health Resource Centre

a. The SGPS recognizes that the Sexual Health Resource Centre (hereafter referred to as SHRC) provides unique and beneficial services to the SGPS, Queen’s University, and Kingston communities. The society further recognizes that the work performed by the SHRC is of a highly sensitive and sometimes confidential nature, and that the SHRC has developed strong and responsible policies in order to deliver these vital services.

b. In order to secure the continued existence of the SHRC and the services it provides the SHRC will henceforth be recognized as an organization within the SGPS and under the limited jurisdiction of SGPS Council.

c. It is recognized and affirmed that it is in the best interests of the SGPS and the Queen’s University community that the SHRC be free from the influence of student government and outside institutions with regards to its organizational integrity, including but not limited to the SHRC’s constitution, operations, and services.

d. Accordingly, the organizational autonomy of the SHRC will be guaranteed by the SGPS’ bylaws and policies. The SGPS will not exercise financial control over the operation of the SHRC, except as specifically provided in this section of by-law.

e. The services, elections and human resources of the SHRC shall by governed by the SHRC Constitution and its bylaws and policies. The day to day operations shall be managed by the SHRC Executive as they determine.

f. In order to maintain transparency and open lines of dialogue the SHRC Director shall have a non-voting seat on Council with speaking rights in order to express the views and interests of the SHRC Executive and volunteer body.

g. The SGPS Executive shall have overriding authority over the SHRC only in such instances where the actions of the SHRC pose legal or financial risk to the Society at large.

h. In the event of an SGPS Executive taking overriding action, both the SHRC Management Board and/or the SHRC Executive Board, may appeal this decision to SGPS Council.

B.19.1 SHRC Management Board and Oversight

a. The SHRC shall have a Management Board which shall oversee the long term strategic planning and financial operations of the SHRC and shall be accountable to the SGPS Council.

b. The SHRC Management Board shall consist of the following members:
   (1) SHRC Director (voting member);
   (2) SHRC Financial Manager (voting member);
   (3) Elected SHRC Executive Board member (voting member);
   (4) Elected SHRC Volunteer (voting member);
   (5) One student member-at-large from the AMS, contingent on the financial contribution to the SHRC (voting member);
   (6) A member of the SGPS Council (voting member);
   (7) The SGPS Vice-President Campaigns & Community Affairs (voting member);
   (8) Another elected SGPS Executive (voting member);
   (9) One qualified non-student with a knowledge of Queen’s and a knowledge of the nature and functions of the SHRC (non-voting member);
c. The SHRC Management Board will be responsible for performing the following duties:
   (1) Approve the annual SHRC budget and year plan;
   (2) Regularly review the financial and legal position of the SHRC;
   (3) Approve all changes to policy that directly impact the finances of the SHRC;
   (4) Accept and approve expenditures for outside contracts, including but not limited to insurance, accounting, IT, and legal services;
   (5) Establish and maintain financial and legal policy for the SHRC;
   (6) Ensure that the SHRC maintains a physical space on campus; and
   (7) Submit reports to SGPS Council on the status of the SHRC as needed.
(8) Submit reports on the status of the SHRC to SGPS General Meetings.

d. The SGPS Council student representative to SHRC Management Board, the Vice-President Campaigns & Community Affairs, and/or the Director of the SHRC may, at any time, pass any documents approved by the SHRC Management Board to the SGPS Council for information purposes. The SGPS Council student representative to the SHRC Management Board or the VP Campaigns & Community Affairs shall be responsible for ensuring these documents are brought to SGPS Council Meetings.

e. In the situation that SGPS Council receives a proposed new policy or proposed policy amendment that directly affects the SHRC, the SHRC Management Board, as primary stakeholders of the financial operations of the SHRC, shall be notified in advance of the policy and all members of the Management Board will be invited to submit written feedback to the Speaker to be delivered to Council with the motion.

f. The annual budget and strategic plan of the SHRC is subject to ratification by the SHRC Management Board. Once ratified by the SHRC Management Board, the Management Board shall be responsible for ensuring that the annual budget and strategic plan of the SHRC are adhered to.

g. Deviations from the annual budget that exceed $100.00 require the approval of the SHRC Management Board. The board shall only exercise this right after raising its concerns to the SHRC Executive Board and giving them a chance to respond to these concerns.

h. The SHRC Management Board shall take office immediately after transition of the incoming SHRC Executive Board.

i. A member of the SHRC Management Board shall cease to be eligible to remain in such office:
   (1) if they cease to hold the status by which they were elected/appointed to the SHRC Management Board;
   (2) if they submit their written resignation from such office; or
   (3) if two-thirds (2/3) of the SHRC Management Board votes to remove that member for reasons of incompetence, neglect of duties, or interference with the operation of the Management Board.

j. A voting member of the SHRC Management Board shall be elected chair of the Board at the first meeting of the new SHRC Management Board during March or April of the previous fiscal year. The Chair’s administrative duties include, but are not limited to the following:
   (1) calling meetings, sending out agendas, and posting meeting minutes online;
   (2) receiving grievance complaints, and writing rulings;
   (3) ensuring that the SHRC Director, the SHRC Financial Manager, the SGPS VP Campaigns & Community Affairs), the SGPS Council student representative present brief verbal reports at the beginning of each meeting summarizing their activities since the last SHRC Management Board meeting.
(4) Writing a report on the SHRC Management Board’s activities to present at SGPS Council Meetings. In the event that the Chair cannot attend the SGPS Council Meeting, they shall pass the report to the SGPS VP Campaigns & Community Affairs to present at the SGPS Council meeting; and

(5) In cases where the Chair is unable to fulfill their duties they will provide notice so that the Director of the SGPS may serve as acting Chair of the SHRC Management Board.

k. The SHRC Management Board shall meet twice per academic semester (Fall, Winter, and Spring-Summer) and hold responsibility until such time as a full new SHRC Executive Board is elected. Meetings outside of this may be called by the written request of the Chair, the SHRC Executive Board members or the SGPS VP Campaigns & Community Affairs. Further, a meeting shall be called by the Chair on receipt of a written request by three (3) SHRC Management Board members.

l. Notice of meetings of the SHRC Management Board shall be provided to all members at least forty-eight (48) hours in advance unless a number equivalent to quorum agree to waive such notice.

m. Quorum for meetings of the SHRC Management Board shall be six (6) voting members. Quorum shall include SHRC Management Board members who participate in the meeting via remote technology.

n. These meetings shall be open to the public and meeting times and locations shall be advertised on the SHRC’s media outlets at least forty-eight (48) hours in advance. In cases of confidential matters, the Board may move to closed session. Minutes of these meetings shall be available to the public-at-large on the SHRC’s website once approved at a later SHRC Management Board meeting.

B.19.2 Financing and Insurance

a. The SHRC Executive shall bear full responsibility for securing financing for the organization’s operations through student interest fee levies, public grants, sponsorship, and other fundraising methods.

b. The SHRC Executive MUST secure insurance coverage for all of their products, services, and operations, and the SHRC will be solely responsible for paying the cost of this coverage. Should the SHRC lose or be unable to find insurance coverage the SGPS Executive may order that sales or services be suspended until coverage resumes.

c. The SGPS will endeavour to help the SHRC identify and acquire the appropriate insurance coverage and provide resources to assist the organization where possible.
B.21 Financial

B.21.1 Student Activity Fees

B.21.1.1 Definitions

a. “Opt-out”: Where a member can elect not to pay an optional fee.
b. “Opt-out period”: The times when a member may elect not to pay an optional fee as found in the Queen’s Guide to Registration and Fees.
c. “Student Activity Fee”: Member payments for non-academic or non-tuition related items that are designed to enhance student life.
d. “Benefit of Service to SGPS Members”: an advantaged gained from the implementation of a Student Activity Fee to an SGPS Member.
e. “Material Change”: a change that would be reasonably expected to have an effect on the SGPS or SGPS members.

B.21.1.2 General

a. From time to time, the SGPS shall establish, increase or cancel Student Activity Fees (“Fee”), paid by members, related directly to the upkeep and maintenance of campus student life and the SGPS at large.
b. The SGPS may only establish a new Fee, or increase an existing fee, if there has been an open, honest, and fair referendum on the establishment, or increase, of that Fee.
c. The payment expectation for a given Fee is either:
   a. **Mandatory**, in which all members must pay the fee, or
   b. **Optional**, where members have a choice to Opt-out of the fee during the designated opt-out period.
d. There are four types of Student Activity Fees:
   a. **SGPS Fees**, which are mandatory fees strictly limited to the upkeep and operation of the SGPS, SGPS programming and faculty specific programming.
   b. **University and AMS Fees**, which are mandatory fees limited to the upkeep and operation of registered Queen’s University (“University”) and Alma Mater Society (“AMS”) services used by members of the SGPS.
   c. **Club Fees**, which are optional fees used to provide funding to ratified clubs under the AMS/SGPS Joint Club Office
   d. **External Fees**, which are optional fees used to provide funding to organizations external to the SGPS, Queen’s University, or the AMS.

B.21.1.3 Eligibility

a. Only eligible groups are entitled to establish or receive a Fee.
b. The eligibility of a group to receive a Fee is determined by the Finance and Services Committee (“Committee”) and is assessed each year for both prospective Fees and pre-existing Fees that were established in a previous year.
c. A group that satisfies each of the following requirements, as outlined in the following subsections, B.21.1.3.c.a, and B.21.1.3.c.b, and is affirmed with a 2/3 majority of the Committee shall be deemed to be eligible:
a. The group shall satisfy each of the requirements for any of the following categories of fees:

i. A group’s Fee is an eligible **SGPS Fee** if:
   1. The fee is proposed by the SGPS Executive to the Committee, and
   2. The fee is for the purpose of either:
      a. The SGPS Society Fee;
      b. The funding of a single SGPS service;
      c. The funding of a single SGPS fund;
      d. The funding of a member Faculty;
      e. The funding of the SGPS Health and Dental Plan;
      f. The funding of a membership to a provincial or national student advocacy body; and,
      g. The funding of a single capital project.

ii. A group’s Fee is an eligible **University and AMS Fee** if:
   1. The group proposing the fee is either Queen’s University or the AMS;
   2. The fee is for the purpose of funding a service or body controlled by either Queen’s University or the AMS;
   3. There is no duplication between the service offered and an existing SGPS program, office, commission, or service; and,
   4. The dollar value of the Fee shall be demonstrably connected to the benefit of the service to SGPS members.

iii. A group’s Fee is an eligible **Club Fee** if:
   1. The group proposing the fee is a ratified club under the Joint SGPS/AMS Clubs Office;
   2. The club proposing the fee does not:
      a. Pay out any salary, wage or honoraria;
      b. Engage in political, partisan, or issue advocacy;
      c. Fund an external scholarship, bursary or charity;
   3. There is no duplication between the programming of the club and an existing SGPS, AMS or Queen’s University body, service or pre-existing club;
   4. The club for which the fee is for is inclusive of all SGPS members and all SGPS members shall be eligible to be involved in the group or receive benefit from the group’s activities; and,
   5. The dollar value of the fee shall be demonstrably connected to the benefit of the service to SGPS members.

iv. A group’s Fee is an eligible **External Fee** if:
   1. The group proposing the fee is an organization external to control by the SGPS, Queen’s University or the AMS;
   2. The organization proposing the fee does not:
      a. Pay out any salary, wage or honoraria;
      b. Engage in political, partisan, or issue advocacy;
      c. Fund an external scholarship, bursary or charity; and
   3. There is no duplication between the services of the organization and an existing SGPS, AMS or Queen’s University body, service or pre-existing club;
4. The SGPS has a voting presence on the board of the organization directly proportional to the size of the fee compared to the total assets of the organization.

5. The organization for which the fee is for is inclusive of all SGPS members and all SGPS members shall be eligible to be involved in the group or receive benefit from the group’s activities; and,

6. The dollar value of the fee shall be demonstrably connected to the benefit of the service to SGPS members.

b. The following conditions further restrict eligibility:
   i. No group, body or service that provides competing programming with a pre-existing SGPS body, committee, or service is eligible to receive a Fee;
   ii. No athletic team is eligible to receive a Fee;
   iii. No SGPS, AMS or University committee is eligible to receive a Fee;
   iv. No group shall be eligible for more than one Fee;
   v. No group, except for the SGPS itself, shall be eligible to obtain a fee for the purposes of a single, one-time capital purchase;
   vi. No scholarship or grant administered by an organization other than the SGPS is eligible to receive a Fee;
   vii. Fees must overwhelmingly be used within the year they are collected; and,
   viii. No commercial or otherwise for profit group or organization may be eligible for a Fee.

d. The Fee from an eligible group shall be classified for the purposes of ratification as either an SGPS Fee, University and AMS Fee, Club Fee, or External Fee according to the category satisfied in meeting its eligibility requirements.

e. Where a group does not meet eligibility requirements as determined by the Committee, the VP Finance & Services shall notify the group with reasons for the decision and offer the group twenty-four (24) hours to amend and resubmit its fee proposal for reconsideration by the Committee.

B.21.1.4 Establishing, Increasing and Renewing Student Activity Fees

a. A referendum on a Fee is required in order to:
   a. Establish a new Fee; or,
   b. Increase the dollar value of an existing Fee.

b. All Fees, except those Fees outlined in B.21.1.4.d (Special Rules for SGPS Fees), must be passed by a 2/3 majority vote held at the same time and on the same system as the annual SGPS executive election as outlined in B.10:
   a. A fee that fails to achieve the requisite 2/3 majority results in a referendum is cancelled, with any uncollected or withheld funding reallocated to the SGPS Bursaries and Grants Program.
   b. For further clarification, the length of the campaign, validation and nomination period are subject to the regulation of the SGPS Chief Returning Officer (“CRO”).

c. Renewal of University and AMS Fees, Club Fees, and External Fees - Fees deemed to be University and “AMS Fees”, “Club Fees”, or “External Fees” under B.21.1.3.d shall expire after three (3) academic years following a successful referendum result. During any academic year of
a Fee’s collection, the group may apply under either B.21.1.4.e or B.21.1.4.f to establish a new Fee for the next three (3) academic years.

d. **Special Rules for SGPS Fees** - Fees deemed to be “SGPS Fees” under B.21.1.3.d shall have unique rules that govern the expiry of Fees, establishment of new Fees, and increases in existing Fees.
   a. **Non-Expiration of SGPS Fees** – SGPS Fees shall not expire and shall not be subject to renewal by referendum.
   b. **Establishment of New SGPS Fees** – The process for establishing a new SGPS Fee shall require a 2/3 referendum vote as outlined in B.21.1.4.b and follow the ratification procedures as set out by B.21.1.4.e.
   c. **Increases to Existing SGPS Fees** – The VP Finance and Services may unilaterally increase the amount for an existing SGPS Fee on the coming year’s fee slate only if:
      i. The increased fee is either:
         1. The SGPS Society Fee and the increase is less than or equal to five per cent (5%);
         2. For the purpose of funding the SGPS Health and Dental Plan; or,
         3. For the purpose of funding membership to a provincial or national student advocacy association and the increase is less than or equal to five per cent (5%).
      ii. All other increases to existing SGPS Fees not enumerated under the conditions set by B.21.1.4.d.c.i (above) shall require a 2/3 referendum vote as outlined in B.21.1.4.b and follow the ratification procedures as set out by B.21.1.4.f.

e. **Establishing New Student Activity Fees** - For a new Fee to go to referendum, the Fee and its recipient shall satisfy each of the following conditions:
   a. The group must be an eligible group as designated under B.21.1.3;
   b. The group shall submit a Fee Proposal Package to the Committee no later than the last day of the nomination period as set by the CRO under P.9.
      i. This package, created to assist in the Committee’s determination of eligibility, shall contain:
         1. A written description of the group or organization seeking the Fee and specific purpose for which the Fee revenue will be used. This description shall not exceed 500 words.
         2. A detailed budget and financial information that clearly indicates how the fee will be spent;
            a. For further clarification, third-party, non-club, organizations to the SGPS, AMS or Queen’s University shall include their most up-to-date annual report and audited financial statements.
         3. A petition that specifies the Fee to be established and bears the signatures of at least 10% of ordinary Society members, in accordance with the guidelines set forth in B.10 and P.9, delivered to the CRO;
         4. A detailed report answering the following questions:
            a. Why is your group seeking a Fee?
            b. What direct benefit will SGPS members derive from granting your group a Fee?
            c. How is the dollar value of the Fee related to the benefit you are proposing to provide?
            d. When was your group established?
            e. What initiatives or efforts are you undertaking to ensure the long-term financial and organizational stability of your group?
f. If you have collected a Fee in the past, what initiatives and/or opportunities have you provided the Queen’s Community with the collected funds?

5. Answers to any other questions as prescribed by the Committee included in the nomination package.

c. Upon completion of the requirements as laid out in Subsections B.21.1.4.e.a and B.21.1.4.e.b, Council shall require a ⅔ majority to add the Fee to the referendum ballot.

f. Increasing a Pre-Existing Student Activity Fee - For an established Fee to be increased at referendum, the Fee and its recipient group shall satisfy each of the following conditions:

a. The group must be an eligible group as designated under B.21.1.3;

b. The group shall submit a Fee Proposal Package to the Committee no later than the last day of the nomination period as set by the CRO under P.9.

i. This package, created to assist in the Committee’s determination of eligibility, shall contain:

1. A written description of the group or organization seeking the Fee and specific purpose for which the Fee revenue will be used. This description shall not exceed 500 words.

2. A detailed budget and financial information that clearly indicates how the fee will be spent;
   a. For further clarification, third-party organizations to the SGPS, AMS or Queen’s University shall include their most up-to-date annual report and audited financial statements.

3. A petition that specifies the Fee to be established and bears the signatures of at least 10% of ordinary Society members, in accordance with the guidelines set forth in B.10 and P.9, delivered to the CRO;  

4. A detailed report answering the following questions:
   a. Why is your group seeking a Fee increase? What circumstances have changed to necessitate a hike in your Fee?
   b. What direct benefit have SGPS members derived from your Fee?
   c. Is there any added benefit SGPS members will receive as a result of an increase in your Fee?
   d. When was your group established?
   e. What initiatives or efforts are you undertaking to ensure the long-term financial and organizational stability of your group?
   f. What initiatives and/or opportunities have you provided the Queen’s Community with the funds collected? Will these initiatives change with the increase to your Fee? If so, how will they change?

   c. Upon completion of the requirements as laid out in Subsections B.21.1.4.f.a and B.21.1.4.f.b, Council shall require a 2/3 majority to add the Fee to the referendum ballot.

B.21.1.5 Continuous Reporting Obligations, Cancellation and Reallocation of Fees

a. Continuous Reporting Obligations - All eligible groups who obtain a Fee through the SGPS must comply with the continuous reporting obligations in order to continue to receive disbursements of that Fee.
b. A group’s continuous reporting obligations will be subject to any of the following standards congruent with the classification of the fee under B.21.1.3.d.

a. **SGPS Fee** continuous reporting obligations shall consist of:
   i. Adhering to the SGPS By-Laws and Financial Policy disclosure obligations.

b. **University and AMS Fee** continuous reporting obligations shall consist of:
   i. An annual report containing:
      1. Usage and participation statistics for the service or body by Society members;
      2. Financial information on how the fee was spent for that year; and,
      3. A list of any Material Changes (as defined by P1.2.1.e) to the group receiving the Fee.
      4. A letter from the group naming the executive team or coordinator along with their contact information;

c. **Clubs Fee** continued reporting obligations shall consist of:
   i. A letter from the Joint AMS/SGPS Club Office certifying the ratification for the coming academic year;
   ii. An annual report which contains:
      1. A summary of the club’s activities over the past year and a description of how the fee has been used;
      2. A letter from the group naming the executive team along with their contact information;
      3. Annual financial statements;
      4. An annual budget for the previous year; and
      5. Any other financial information as to verify that disbursed Fees were used for their intended purpose.
   iii. A proposed club budget for the coming year; and,
   iv. Any other information as requested by the Committee to aid in the determination of the Fee’s continued eligibility.

d. **External Fee** continued reporting obligations shall consist of:
   i. An annual report which contains:
      1. A summary of the organization’s activities over the past year and a description of how the fee has been used;
      2. A letter from the group naming the executive team and the board of directors along with their contact information;
      3. Annual audited financial statements;
      4. An annual budget for the previous year; and
      5. Any other financial information as to verify that disbursed Fees were used for their intended purpose.
   ii. A proposed budget for the coming year; and,
   iii. Any other information as requested by the Committee to aid in the determination of the Fee’s continued eligibility.

c. All Groups required to report materials including annual reports, financial statements, yearly budgets, etc. under B.21.1.5.b to the Committee must do so no later than March 1st of each year.

d. **Suspension of Fees by the VP Finance & Services** - All Student Activity Fees may be suspended at the discretion of the VP Finance and Services if:
   a. A group receiving a Fee no longer fulfills the eligibility requirements for that Fee as set out in B.21.1.2 and B.21.1.3; and/or
b. A group has not complied with the continuous obligation requirements as set out in B.21.1.4.
e. If a Fee has been suspended by the VP Finance and Services, the group will be notified by the VP Finance and Services of the suspension. A group with a Fee suspended shall not receive any future or outstanding disbursements of the Fee in question.
f. The VP Finance and Services shall call a meeting of the Committee within 30 days of the suspension and invite the suspended group to the meeting to discuss the reason(s) for suspension.
g. Once the group has been provided with the reason(s) for suspension and how it can re-instate its Fee at the Committee, the group will be given 60 days to bring itself in compliance with B.21.1.
h. If a group corrects the reason for suspension and the Committee is satisfied with the correction, the Committee shall reinstate the fee upon a 2/3 majority vote.
i. Cancellation of Fees by SGPS - If a group does not correct the reason for suspension within the 60 days provided for in subsection B.21.1.5.g, the fee is cancelled. The Committee shall make a report to Council that is to be presented at the next council meeting providing for:
   a. The name of the group;
   b. The classification of the fee for that group; and,
   c. The reason(s) for suspension; and,
   d. The current status with respect to correcting the reason(s) for suspension
j. Cancellation of Fees by Group – If a group requests to no longer receive a Fee, the VP Finance & Services may immediately cancel the Fee and provide a letter at the next council meeting to council outlining why the Fee was cancelled.
k. Reallocation of Fees – If a Fee is cancelled, per subsections (i) or (j), and there are remaining, undisbursed funds, those funds will be permanently withheld from that group and reallocated to the SGPS Grants and Bursary Program.
Appendix Health and Dental Plan Policy Changes

P.1.3 SGPS Health And Dental Opt–In/Opt–Out

P.1.3.1 Background

The SGPS Health and Dental Plans ([the "Plans"] are group insurance plans. Group insurance plans are much more affordable than individual insurance plans because of the fact that all members will be enrolled in the plan, except in certain specific conditions. The group insurance plan option was agreed to by members through the referenda that established the Plans and renewed them.

P.1.3.2 Principles of Enrolment

a. All SGPS members [shall] be enrolled in both the Health and the Dental Plans, including both full-time and part-time students, unless:
   (1) They have equivalent coverage elsewhere and can prove it, or
   (2) They register for the first time at some point during the year at which it is impractical to ensure that they do enroll, in which case it is up to the student member to opt–in;

b. If a new member is not automatically enrolled but wishes to be, he or she must enroll during the first calendar month of their enrollment at the first opportunity to do so.

c. Members have the right to appeal their case with regard to these policies to the VP Finance and Services as outlined in Policy P.1.3.4.

d. Ordinary members of the SGPS, as defined in B.4,1, may not opt out of the SGPS health and dental plan in order to opt in to, or having opted in to, the Alma Mater Society Health and Dental Plan.

P.1.3.3 Allowable Enrollment

a. Only SGPS members are allowed to be enrolled in the SGPS Health and Dental Plan, except for the following circumstances:
   i. Law students are eligible to enroll in the Plans for one year after completion of their studies. This must be done within the calendar month of September following the completion of their studies;
   ii. SGPS Office Staff may opt–into the Plan during their term of employment;
   iii. Post-doctoral fellows at Queen’s University may opt–in to the Plan; and
   iv. Royal Military College Students may opt–in to the Plan during their attendance at the Royal Military College.

b. All exceptions are subject to SGPS Health and Dental Plan rules as set out in the SGPS Bylaws and Policy.

P.1.3.4 Opt Out Process

a. All SGPS members starting the academic year in September, who have equivalent coverage elsewhere and can prove the equivalent coverage, can only opt-out during the month of September each academic year.

b. In order to be refunded for the opt-out amount, the SGPS member must correctly opt-out of the Plans through the SGPS website or in person at the SGPS Office.

c. If an SGPS member has difficulties opting-out they must contact the VP Finance and Services or the SGPS Office in order to ensure they are opted out before the September 30th deadline.
P.1.3.5 Opt In Process
a. All SGPS members starting in September shall only opt-in during the calendar month of September. They will be charged at a rate of 100%.
b. All SGPS members starting in January shall only opt-in during the calendar month of January. They will be charged at a pro-rated amount of 66.66%.
c. All SGPS members starting May shall only opt-in during the calendar month of May. They will be charged at a pro-rated amount of 33.33%.
d. All SGPS members can opt-in their spouse and/or family at the family rate during their allowable opt-in period.

c. e. The only exception to the rules above is if a SGPS member who successfully opted-out of the Plan, loses coverage on their equivalent Plan, that SGPS member is allowed to opt-into the Plan within one month of their loss of coverage.

P.1.3.3 Cases in which Enrolment is not Automatic
a. Late enrollment: If a student registers for the first time at Queen’s (as a member of the SGPS) after the Fall term, they can enroll at their discretion, and they must do so at the first opportunity, e.g. January opt-in period for those starting in January, within 2 weeks of registration if they start after that.
b. Couple/Family enrolment: A member must choose to add couple/family coverage at the same time as they themselves enroll, e.g. in September opt-in period for those registering in September, during the January opt-in period for winter registrants, or within two weeks of changing registration status. They do not need to choose both plans. However, if they do not, they cannot opt the second later in the year.
c. Off-campus students and those on leaves of absence who wish to enroll in the Plans: These students must enroll during September opt-in period for fall registrants, during the January opt-in period for winter registrants, or within two weeks of changing registration status unless they can show legitimate reasons for not doing so. In order to enroll in the plans, these students must pay the SGPS fee in addition to the health and dental fees.
d. Law students are also eligible to enroll in the plans for one year after completion of their studies, and are subject to the terms outlined above for SGPS members.
e. Loss of alternate coverage/change in circumstance: If a member loses alternate coverage, e.g. was covered by a former employer for first 5 months of the year and opted-out out already that year, they will be permitted to opt-in, provided they do so in a timely manner following the expiry of the alternative coverage.
f. Staff members of the SGPS who are not students at the University may opt in to the SGPS health and dental plan.
g. Post-doctoral fellows at Queen’s University and Students at the Royal Military College may join the plans, and are eligible for the same benefits as SGPS members.

P.1.3.6.4 Health and Dental Plan Decisions and Appeals Committee
a. The VP Finance and Services has the initial authority to rule on cases based on these principles and examples. All such decisions shall be documented and made available to the Speaker of Council and to the Health and Dental Plans Appeals Committee on request.
b. Members wishing to appeal a decision made by the VP Finance and Services with regard to their enrollment in the SGPS Health and/or Dental Plans must write a letter stating the nature of their case addressed to the SGPS Health and Dental Plan Appeal Committee.
c. The Health and Dental Plan Appeals Committee shall consist of three members–at–large, at least two of which shall be enrolled in the plans, none of whom are members of the SGPS Executive, plus the VP Finance and Services, who shall not vote. This committee can rule on cases sent to it, and overturn decisions of the VP Finance and Services as it sees fit.

d. Decisions of the Health and Dental Plans Appeals Committee can only be overturned by a two-thirds majority vote of Council.

e. Ordinary members of the SGPS, as defined in B.4.1, may not opt out of the SGPS health and dental plan in order to opt in to, or having opted in to, the Alma Mater Society health and dental plan.
Appendix Bursaries and Grants

B.21.2 Bursaries

B.21.2.1 Definitions

a. “Bursary”: A disbursement of funds to an applicant who has shown a demonstrable need for financial assistance.
b. “Applicant”: An SGPS Member who has applied for a bursary.
c. “Demonstrable Need for Financial Assistance”: Documented proof showing that a student applying for a bursary requires financial assistance to participate in an activity or eligible medical procedure. This includes, but is not limited to, bank statements that demonstrate the financial need of the applicant and proof of student loans.
d. “Committee”: The Finance and Services Committee.

B.21.2.2 General

a. From time to time, the SGPS shall establish bursaries that reimburse an applicant in need of financial assistance for an expense they have incurred.
b. There are three types of bursary:
   a. Dental Bursary, which subsidizes dental procedures not fully covered by the SGPS Health and Dental Plan to a maximum of $750.00.
   b. Activity Bursary, which subsidizes participation in Queen’s University clubs, intermural teams, events and conferences to a maximum of $100.00.
   c. Emergency Assistance Bursary, which provides emergency financial assistance to an applicant to a maximum of $400.00.
c. An applicant may only receive one bursary from each category in a given academic year, ranging from September 1st to August 31st.
d. Any person on the SGPS Health and Dental Plan is an eligible applicant for the Dental Bursary.
e. The VP Finance and Services shall have the discretion to restrict, expand or change the scope of each bursary or create new types of bursary provided notice has been given to Council and communicated to SGPS members.

B.21.2.3 Procedure

a. To apply for a bursary, an applicant shall submit a form to the SGPS with the following information:
   1) The type of bursary applied for;
   2) Written reasons for requesting the bursary;
   3) Receipts for the activity, procedure or expense that the applicant wishes the bursary to cover;
   4) Documentation that establishes the applicant’s demonstrable need for financial assistance (as defined in B.21.2.1.c).
b. All applicants must comply with the request from the VP Finance and Services and/or the Committee for further documentation if requested.
c. The VP Finance and Services shall review the application and shall make a recommendation to the Committee to grant or deny the bursary within one (1) business day of receiving the application.

d. The Committee shall vote on the approval of a bursary within three (3) business days of receiving the recommendation from the VP Finance and Services.
   (1) Approval of a bursary shall require a majority vote of the committee.
   (2) In exceptional circumstances, the Committee may grant a bursary larger than the maximum amounts defined in B.21.2.2.b, approved with a 2/3 majority vote of the committee.
   (3) If a bursary is denied, the VP Finance and Services shall communicate to the applicant the reasons for the denial and offer the opportunity to amend or change their application.

e. Upon approval of the application by the committee, the SGPS shall disburse the approved bursary amount within seven (7) business days.

B.21.3 Grants and Sponsorship

B.21.3.1 Definitions

a. “Grant”: A disbursement of funds to an applicant for the purposes of enhancing student life.

b. “Applicant”: An SGPS Member, SGPS club, or external group who services the Queen’s Community.

c. “Enhancing Student Life”: Any project, event or activity that adds to the student experience at Queen’s or in Kingston that involving SGPS members in research, advocacy, or other opportunities on campus.

d. “Committee”: The Finance and Services Committee.

B.21.3.1 General

a. A Grants Program Fund shall be established annually to provide assistance for events or projects that enhance student life by reimbursing applicants for expenses needed to organize the project, event, or activity.

b. Any member of the SGPS, an SGPS club or external organization that involves or supports SGPS students shall be eligible for support from the Grants Program.

c. The dollar amount of a grant shall not exceed $800 per application.

d. An applicant may receive a maximum of two grants for two separate projects or events in a given academic year, ranging from September 1st to August 31st.

B.21.3.3 Procedure

a. To apply for a grant, an applicant shall submit a form to the SGPS with the following information:
   (1) The name and contact information of the applicant;
   (2) A written explanation of the project, event, or activity not to exceed three hundred (300) words;
   (3) The date and time of the event or activity, or the completion date for the project;
(4) Written reasons explaining how the project, event, or activity will enhance student life for SGPS members (as defined in P.1.7.1.c) not to exceed three hundred (300) words;

(5) A detailed budget for the project, event or activity, that includes all receipts for purchased materials;

(6) The date that the applicant expects to use the funds disbursed through the grant.

b. All applicants must comply with the request from the VP Finance and Services and/or the Committee for further documentation if requested.

c. The VP Finance and Services shall review the application and shall make a recommendation to the Committee to approve or deny the grant within one (1) business day of receiving the application.

d. The Committee shall vote on the approval of a grant within three (3) business days of receiving the recommendation from the VP Finance and Services.
   (1) Approval of a grant shall require a majority vote of the committee.
   (2) In exceptional circumstances, the Committee may approve an amount larger than the maximum amounts defined in P.1.7.2.b, approved with a 2/3 majority vote of the committee.
   (3) If a bursary is denied, the VP Finance and Services shall communicate to the applicant the reasons for the denial and offer the opportunity to amend or change their application.

e. Upon approval of the application by the committee, the SGPS shall disburse the approved grant amount within seven (7) business days.

f. Further Restrictions on the Scope of Grants – The following conditions further restrict the scope of the Grants Program:
   (1) Initiatives funded by the Grants Program must be open and accessible to the entire graduate and professional community.
   (2) Events and projects must have significant SGPS membership involvement as organizers and participants.
   (3) Organizers must abide by P.12.1.
   (4) Funding shall not be awarded for travel, accommodations, or registration.
   (5) Funding shall not be awarded to groups that represent a political party.

g. SGPS Sponsorship of Organizations, Projects and Events – Upon the request of the Committee, a successful applicant shall abide by any of the following conditions in the completion of their project, event, or activity:
   (1) Promotional materials such as, but not limited to, posters, website, flyers, postcards, etc., shall list the SGPS as a sponsor and include the SGPS logo.
   (2) A member of the SGPS Executive shall be given the chance to address attendees gathered for a project, event or activity.
   (3) If the project creates a research product, the final product shall include a forward submitted by the SGPS.
Alma Mater Society
Equity Strategic Plan
2016-2020

Submitted by: Alex Chung, Social Issues Commissioner 2015-16
Submitted to: AMS Assembly 2015-16
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Executive Summary

The Alma Mater Society (herein referred to as the AMS) is the central undergraduate student government at Queen’s University, representing more than 18,500 students today. The AMS employs more than 500 staff and 1000 volunteers to fully operate our dynamic Society: five commissions that advocate institutionally for all aspects of the student experience and our numerous services that seek to contribute to a vibrant campus life. It is undeniable that the AMS has the primary responsibility to set the standard for a high quality of student life at Queen’s, and to do so that it actively facilitates an equitable student experience for all of its constituents.

The AMS Equity Strategic Plan is designed to cultivate a culture which values the diversity of students and a campus that strives to provide an equitable student experience. The recommendations found in this report ultimately aim to provide the opportunity for students of all identities and experiences to thrive. The individual recommendations found in this plan are fundamentally directed at the operations and practices of the Society, but as a whole this report shall act as the AMS’ commitment to equity for all students. Successful consideration and implementation of the recommendations herein will position the AMS ahead of many other institutions’ practices, which will inform and strengthen our advocacy for similar practices at the University, municipal, and provincial level.

This report was established based on formal verbal consultations with volunteers, salaried staff, and the Information Officer of the Alma Mater Society. All heads of departments (commissioners, officers, directors, head managers of corporate services) were contacted for consultation and all those who expressed an interest were engaged in a 30-minute consultation interview. All interviewees were asked the following questions and follow-up questions when necessary:

1. Do you have any ideas to improve any aspect of your department, especially in regards to its accessibility or inclusivity? Think in terms of: cultural/ethnic/racial diversity, gender identity/sexuality, mental/physical health, financial accessibility, physical accessibility.
2. Of the ideas that we have identified, are you aware of any past attempts to improve those aspects?
3. Do you foresee any challenges associated with the implementation of any of these ideas?

In addition to AMS volunteers and staff, representatives from faculty societies were consulted to gauge what faculty societies would find useful in a document of this nature, and what their constituents would like to see the AMS improve on. Equity Caucus, a body consisting of 10 permanent members (one equity representative from each faculty), was instrumental in the establishment of this document. Their input was considered in the preliminary stages for details such as the scope and format of the document, and each draft was brought forth to the body for feedback.
Finally, the Queen’s Human Rights and Equity Office were consulted in the establishment of this document, especially in discussions regarding its consistency with the Queen’s University strategic plan for equity, diversity, and inclusion (to be released).

If approved through AMS Assembly, the Social Issues Commissioner (or a member of the Executive Team) would bring a “status of recommendations” report to AMS Assembly annually, no later than the second last Assembly meeting of the year, to provide updates on completed recommendations and ongoing recommendations. AMS Assembly shall hold the Social Issues Commissioner and AMS Executive accountable to ensure that the recommendations found in this report will be considered, and implemented when possible, by 2020 and that new recommendations are added as needed\(^1\). Revisions (including additions) in the future must be approved by the AMS Assembly.

The projected completion date of 2020 was decided keeping in mind that a minimum of about 25% of recommendations should be explored and implemented (when possible) per year. Recognizing the complexity of some recommendations, it was determined that “more time is better than less time” to complete these goals that must be implemented with

It is important to note that this document, if ratified through AMS Assembly, is not a binding document for Faculty Societies nor is it meant to act as such. However, it is highly recommended that Faculty Societies task their Equity Representatives or equivalents to undertake a review of this document and seek to implement recommendations that are relevant to their respective Faculty Society.

The AMS Mission Statement reads “to serve and represent the diversity of students at Queen’s University”. The AMS Operating Statement\(^2\) includes these three principles:

1. The AMS shall strive to be non-racist, non-sexist, non-homophobic and otherwise inclusive and non-discriminatory;

2. The AMS and its representatives shall act in an accountable manner and be accessible to all of its membership;

3. The AMS is an equal opportunity employer.

This strategic plan is a product arising directly from both our Mission and Operating Statements. It seeks to ensure that we have tangible goals congruent with these statements that are designed to facilitate consistent progress; to increase the transparency of our efforts in fulfilling this mission; and ultimately, to help ensure adherence.

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\(^1\) Additions made after 2016 must be discussed and approved through the AMS Assembly, and the discussions should entail an evaluation of whether or not the added recommendation can be completed by 2020. If deemed possible, the recommendation shall be added to this report. If deemed not possible, the recommendation shall be added as an appendix that alludes to “Recommendations to Implement by ______ (Year to be determined)”

Guiding Principles

**Principle 1**

The Alma Mater Society should be inclusive in its approach when representing and advocating for its constituents, meaning that it shall solicit and value opinions from students of all genders, sexualities, abilities, racial and ethnic identities, and socioeconomic class, with equal importance and nuanced advocacy.

**Principle 2**

The Alma Mater Society should strive to be leaders in its commitment and accountability to social justice.

**Principle 3**

The Alma Mater Society should engage in equitable hiring practices and commit to an equitable workplace environment for all employees and volunteers.

**Principle 4**

The Alma Mater Society should commit to a student life space that is accessible and equitable both physically and culturally.

**Principle 5**

AMS employees and stakeholders have a responsibility to heighten their departments’ awareness of issues pertaining to equity and share best practices.
Alma Mater Society 2020: Desired Outcomes

1. All AMS members report a strong sense of belonging and demonstrate the knowledge and skills necessary to successfully navigate and lead in a diverse world.

2. Intergroup disparities in employment and retention rates of AMS volunteers and staff are eliminated.

3. Staff at all levels, including the executive and senior management levels, reflect the rich diversity of the campus demographic.

4. The society devotes the leadership and resources to sustain and enhance equity, inclusion, and diversity at the AMS.

5. The adoption and execution of best practices in inclusive institutional operations and employment informs and strengthens our advocacy at the university, municipal, and provincial level.
Summary of Objectives and Associated Recommendations

Objective 1: Integrate Equitable Recruitment, Hiring, and Employment Practices

Recommendations:

1. The AMS collect relevant demographic data to ensure that the applicant pool, hired applicants, and returning employees/volunteers are, at minimum, representative of the undergraduate student population in demographic to ensure ongoing evaluation of equitable hiring and employment practices.

2. That the AMS use the data collected from Recommendation #1 to evaluate status of employment equity, and work to alleviate any barriers found.

3. That the AMS continue to expand recruiting strategies to target a diverse range of students.

4. That the AMS mandate the provision of interview questions in printed format for all applicants.

5. That the AMS establish a purposeful method to ensure that hiring panels are adhering to establishing requisite criteria of applicants in advance of the interview process, and completing a checklist of predetermined criteria for each applicant after the interview.

6. That the AMS, when possible, limit interview panels to a maximum of four interviewers per one interviewee.

Objective 2: Evaluate and Improve the Inclusivity of AMS Departments

Recommendations:

7. That all AMS departments (e.g. commissions, offices, services) must include a “Plan for Equity and Inclusivity” in their annual goal plans, subject to approval by the AMS Executive in consultations with the Social Issues Commissioner.

8. That the AMS Peer Support Centre explores creative ways to provide intersectional support.

9. That all AMS food services (e.g. Common Ground and The AMS Pub Services) clearly indicate options on the menu that cater to different dietary restrictions and offer a full list of ingredients on their websites for students to browse.

Objective 3: Improve the Accessibility of AMS Operations and Sanctioned Events

Recommendations:

10. That the AMS undertake an assessment of the Human Resources Office to ensure that it has the capacity to address access needs for volunteers and staff, including but not limited to:
workplace accommodations, making sanctioned events more accessible, ongoing access support, etc.

11. That the AMS allocate funds to subsidize costs of accessibility features to an event for society-sanctioned events (i.e. costs of ASL interpreter, printed materials, sound amplifiers, etc.).

12. That the AMS establish a “Commitment to Accessible Employment” document displayed on AMS Recruitment and Application portals that outline the different job responsibilities of each position in the AMS Services such that all students can make informed decisions based on their access needs.

13. That AMS-sanctioned events take dietary restrictions into account.

Objective 4: Promote Mental Wellbeing among Volunteers and Staff

Recommendations:

14. That the AMS includes mental health resources in all staff and volunteer transition manuals and training manuals.

15. That the AMS incorporate flextime into work hours to promote a results-driven environment rather than a time-driven environment.

16. That the AMS implement one “Work at Home” day per month for salaried-staff.

17. That the AMS mandate Mental Health Training that incorporates both self-care strategies as well as support-strategies for all salaried staff.

18. That the AMS publicize its leave of absence policy in all Volunteer and Staff training manuals.

19. That the AMS establish a subsidy for health-related activities for salaried staff, much like a “food-credit”.

Objective 5: Improve Recognition and Appreciation for All Genders.

Recommendations:

20. That the AMS strive to eliminate gendered practices or events (e.g. gendered dances during Orientation Week, gendered staff socials, Best Dressed guy/girl awards, etc.).

21. That the AMS amend policy to reflect gender-inclusive terminology (e.g. “they/them”) rather than “he/she”.

22. That the AMS exclusively use gender-inclusive language in all society-related marketing.
23. That the AMS Marketing and Research department closely follows the Queen’s Equity Office’s “2016 Guide to Gender Identity Language in Survey Data” when inquiring about a respondent’s gender identity.

24. That the AMS offer all gender identity options on application portals when hiring for positions that require a consideration of gender identity.

25. That the AMS offer all gender identity options on all feedback/registration/etc. forms produced (i.e. event registration).

**Objective 6: Commit to a Financially Accessible Environment**

**Recommendations:**

26. That the AMS partner with Student Awards to allow students receiving financial aid of any kind the option to “opt-in” to a list serve that will allow them to receive notifications from the AMS when employment opportunities open up.

27. That the AMS Clubs Office supervisors of AMS committees encourage groups to incorporate a donation jar or donation bin for the AMS Food Bank for events where no costs are required to attend and no other recipient for donations has been selected.

28. That the AMS advertise the AMS Student Activity Fee Bursary on all application portals.

29. That the AMS prioritize financial accessibility of services before profit.

30. That the AMS Social Issues Commission spearheads regular budgeting workshops in collaboration with the Office of the University Chaplain.

**Objective 7: Disseminate Consent and Sexual Violence Prevention Education**

**Recommendations:**

31. That the AMS mandate the Bystander Intervention Training Program for staff of TAPS, SLC, Walkhome, and Queen’s Student Constable Staff.

32. That the AMS Social Issues Commission establishes an educational committee mandated to increase awareness about sexual violence and to provide holistic and intersectional education about prevention strategies and response mechanisms.

**Objective 8: Develop and Disseminate Training on Anti-Racism and Cultural Literacy**

**Recommendations:**

33. That the AMS Social Issues Commissioner develop an Anti-Racism Workshop in collaboration with the Queen’s Human Rights Office as well as the Four Directions.
Aboriginal Students Centre to disseminate to all AMS salaried staff and Orientation Week leaders.

34. That the AMS continue to explore other audiences that may receive the training (e.g. Permanent Staff, Deputy Commissioners, Committee Chairs and Members, Part-Time Staff, General Volunteers, etc.).

**Objective 9: Improve our Commitment to and Advocacy for Indigenous Students**

**Recommendations:**

35. That the AMS designate words from Indigenous languages to name JDUC rooms 351, 352, and 353 and Queen’s Centre rooms 504, 505, and 506, in support of increasing awareness of Aboriginal territory on which our student life space resides.

36. That the AMS mandate land acknowledgements at all AMS Assembly meetings, AMS Board of Directors meetings, and any other significant event held by the society.

37. That all AMS e-mails (all those @ams.queensu.ca) display an Indigenous land recognition in its signature block that reads, or is a derivative of, “Queen’s University is situated on the territory of the Haudenosaunee & Anishinaabe”

38. That the AMS incorporate an item of significant land recognition in a visible area of Student Life Space.

39. That the AMS include artwork from various cultures in Society operated spaces such as the AMS Offices and Student Life Centre spaces.

40. That the AMS Social Issues Commission establishes a Deputy Commissioner of Indigenous Affairs to liaise with Indigenous community stakeholders and student groups.

41. That the AMS mandate Cultural Safety Training for all salaried staff members (government, corporate, and permanent staff) and part-time staff/volunteers of support services operated by the society.
Strategic Objectives and Associated Recommendations

Objective 1: Integrate Equitable Recruitment, Hiring, and Employment Practices

The AMS employs over 500 paid staff and over 1000 volunteers to operate the various departments within the Society. With an annual turnover, this means that we are providing 1500+ students with valuable work and life experience every year. It is undeniable that the students that we employ for these positions contribute to the overall environment and output of the Society. Therefore, it is of utmost importance that we are committed to equitable employment practices.

The Canadian Employment Equity Act\(^3\) seeks to achieve equality in the workplace by setting standards and regulations for the hiring and employment of: women, Aboriginal peoples, persons with disabilities, and members of visible minorities. While those are the four categories that we are bound to satisfy legally as a non-profit organization, this objective should recognize all 14 protected grounds as defined by the Ontario Human Rights Code\(^4\).

Recommendations:

1. The AMS collect relevant demographic data to ensure that the applicant pool, hired applicants, and returning employees/volunteers are, at minimum, representative of the undergraduate student population in demographic to ensure ongoing evaluation of equitable hiring and employment practices.

   Data shall be collected using the guidelines provided through the Ontario Human Rights Commission\(^5\).

   The Ontario Human Rights Commission (the OHRC) finds that data collection can play a useful and often essential role in creating strong human rights and human resource strategies for organizations in the public, private, and non-profit sectors\(^6\). In other words, while many organizations often consider data collection of demographic to be “not allowed” or “risky”, when done properly, data collection has the potential to inform the organization of potential barriers within its hiring or employment practices.

   Each pool of demographic data will reveal information about various aspects of the Alma Mater Society. The demographic of the applicant pool will reveal the

\(^3\) [http://laws-lois.justice.gc.ca/eng/acts/E-5.401/page-1.html#h-2](http://laws-lois.justice.gc.ca/eng/acts/E-5.401/page-1.html#h-2)


attractiveness of the AMS as an employer for students with differing identities. The demographic of hired applicants compared to the demographic of the applicant pool will reveal the existence of potential barriers within the hiring process (i.e. Are we seeing significant applicants with physical disabilities and then seeing none hired?). Finally, the demographic of returning employees/volunteers will shed light on the inclusivity of the workplace.

Recognizing that applicants may feel uncomfortable disclosing information about their identity during the application process, there should be a disclaimer that reads along the lines of: “The AMS is committed to an equitable hiring process and equitable workplace environment and thus the data collected in the survey below will be instrumental in our evaluation of our own operations. The data collected will not be available to your hiring panel and will not be used toward making any hiring decisions.” Each question should also have an option to abstain.

2. That the AMS use the data collected from Recommendation #1 to evaluate status of employment equity, and work to alleviate any barriers found.

   When the collected numbers reveal discrepancies from the overall campus demographic (when compared against the Queen’s University Student Census; an initiative being launched through Office of Planning and Budget), the AMS should undertake an evaluation of any of the following that are found to be applicable: hiring process (reflected by demographic of individuals who apply versus those hired), workplace inclusivity (reflected by demographic of individuals who choose to re-apply), and representation at every level of employment (i.e. volunteer, part-time staff, salaried staff, Council, governance structures, etc.)

   It is recommended that the Human Resources Officer, Social Issues Commissioner, and AMS Executive work together to develop initiatives to close any gaps found.

3. That the AMS continue to expand recruiting strategies to target a diverse range of students.

   Recruitment strategies speak to any employer’s commitment to achieving diversity in their workplace. Irrespective of whether or not the collected data from Recommendation #1 reveal gaps, the AMS should continue to strive for diversity from the very first step of the employment process; recruitment.

4. That the AMS mandate the provision of interview questions in printed format for all applicants.

   This small gesture has the potential to make interviews more accessible for all applicants. For most, it will act as a relaxing measure in an otherwise nerve-wracking
situation. For some with hearing impairments or anxiety-induced symptoms, it may increase the physical accessibility of the interview.

5. **That the AMS establish a purposeful method to ensure that hiring panels are adhering to establishing requisite criteria of applicants in advance of the interview process, and completing a checklist of predetermined criteria for each applicant after the interview.**

   While the AMS Hiring Policy and Procedures Manual\(^7\) already stipulates that hiring panels must establish evaluation criteria prior to the interviews, it is unclear through what process interviewers are meant to evaluate their candidates on these criteria, and thus they often (anecdotally) go unconsidered. This recommendation encourages the development of a functional process through which hiring panels may evaluate candidates primarily on the pre-established criteria.

6. **That the AMS, when possible, limit interview panels to a maximum of four interviewers per one interviewee.**

   In the interest of ensuring that the full management team is able to evaluate each candidate, AMS interviews sometimes have interview panels of up to eight interviewers for one interviewee. However, we may be disadvantaging both parties by having an unnecessarily large number of interviewers.

   Candidates are often already nervous and thus it is a lose-lose situation for both parties to unnecessarily further intimidate a candidate with numbers such that they cannot perform to their fullest potential. Additionally, excess details in an interview have the potential to confuse a candidate, and this may be the case if they feel they have to remember who is who and what role they play in the department.

   Additionally, hiring is often done by the incoming team, who are almost always amidst a transition process while also engaged with their current commitments that have not yet wrapped up. Having to coordinate interviews with 4-7 other interviewers’ schedules to interview every interviewee is often one of the biggest stressors for incoming staff/volunteers. If the decision-makers are in agreement with the criteria required of successful applicants, it should be unnecessary that every member of the team witness every interview.

   Ideally, the number of interviewers at an interview should not exceed more than three. This recommendation calls for a **maximum** of four. Note that the implementation of this recommendation may require changes to the current hiring policy requirement that the hiring panel is consistent across all applicants interviewing for the same position.

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Objective 2: Evaluate and Improve the Inclusivity of AMS Departments

Each AMS department (corporate services, support services, offices, and commissions) aim to cater to and/or advocate for a different aspect of student life. Each should unequivocally be committed to being available, useful, and inclusive to students of all identities. Each department has its nuances and thus the recommendations found under this objective aim to leave as much flexibility and autonomy as possible for each department head and their team to determine how they will internalize this objective.

Recommendations:

7. That all AMS departments (e.g. commissions, offices, services) must include a “Plan for Equity and Inclusivity” in their annual goal plans, subject to approval by the AMS Executive in consultations with the Social Issues Commissioner.

All heads of departments (commissions, offices, services) are required to complete a goal plan for the year. Goal plans generally consist of a philosophy of the department, five to ten goals and associated strategies and measures, and long-term goals. In addition to the requisite sections, this recommendation encourages departments to include a section that speaks to how the department will work towards a more equitable environment.

The Social Issues Commissioner and AMS Executive should be available for advice, suggestions, and/or revisions when the author of the goal plan seeks assistance. Approval processes for goal plans will remain unchanged with the AMS Executive and AMS Assembly (or Board of Directors) maintaining sole authority on approving goal plans.

8. That the AMS Peer Support Centre explores creative ways to provide intersectional support.

While the AMS Peer Support Centre strives to be an inclusive and accessible service, it is inevitable that the volunteer-on-shift will provide support from a position influenced by their lived experiences or lack thereof. Naturally, some issues that students may seek support for may be better debriefed with a volunteer that shares similar lived experiences or shares a positionality through which they can access the situation with the appropriate lens. For example, a student may find it difficult or harmful to discuss an incident of racism with a volunteer who identifies as white.

The AMS Peer Support Centre employs more than 50 volunteers, and the demographic of volunteers often tends to mirror the demographic of our student population, which means that it also mimics the majority-minority disparities. Thus, a student accessing the service as a “minority” is less likely to speak to a volunteer that shares similar identities or experiences.
In order to best provide intersectional support, the AMS Peer Support Centre should explore creative ways through which this could be done.

9. That all AMS food services (e.g. Common Ground and The AMS Pub Services) clearly indicate options on the menu that cater to different dietary restrictions and offer a full list of ingredients on their websites for students to browse.

Dietary restrictions are wide ranging and some students may find that the selection or ambiguity of foods at AMS services make the services inaccessible to them. For example, if a student with a nut allergy is unsure which products may contain nuts, they may find it easier to avoid purchasing foods at the service altogether. Providing this list of ingredients publicly will allow potential patrons (students) the agency to make dietary decisions for themselves when accessing an AMS hospitality service.

Objective 3: Improve the Accessibility of AMS Operations and Sanctioned Events

While the term “accessibility” is often associated with images of wheelchairs or ramps, it is imperative that the AMS adopt a more contemporary and holistic understanding of accessibility. Accessibility differs significantly from accommodation. While accommodation is creating an environment that works for most and then accommodating for what we deem “anomalies”, accessibility is creating an environment that best suits everyone’s needs. In other words, adopting this objective means that the AMS shall commit to a universally designed environment.

Recommendations:

10. That the AMS undertake an assessment of the Human Resources Office to ensure that it has the capacity to address access needs for volunteers and staff, including but not limited to: workplace accommodations, making sanctioned events more accessible, ongoing access support, etc.

In order to have a fully inclusive workplace, a work environment must be created that is physically, technologically, and attitudinally accessible. An accessible workplace will maximize productivity by eliminating barriers such that people with disabilities can work to their full potential.

To ensure a fully accessible workplace, a point person in the Human Resources Office shall be tasked to maintain ongoing support for employees and volunteers with disabilities, but also to undertake ongoing evaluation of workplace accessibility. This can take the form of establishing an Accessibility Coordinator position under the HRO or other positions being established in the HRO (i.e. Professional Development deputy).

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8 http://www.washington.edu/doit/equal-access-universal-design-physical-spaces
Staff Appreciation deputy) to ensure that the Officer has capacity to prioritize accessibility needs. The individual under whom this portfolio falls shall meet with the Accessibility Coordinator of the Queen’s Equity Office on a regular basis to discuss best practices and areas for improvement.

11. That the AMS allocate funds to subsidize costs of accessibility features to an event for society-sanctioned events (e.g. costs of ASL interpreter, printed materials, sound amplifiers, etc.).

The Accessibility Queen’s Restricted Fund receives a 3.00$ mandatory fee from each AMS student annually. It has traditionally been dispersed via tri-annual granting processes. This process is beneficial in that it allows groups and individuals the opportunity to undertake capital projects to improve the financial, physical, and social accessibility of campus life. However, a tri-annual granting process means that groups generally cannot apply for accessibility features of events unless they are planning ahead by at least a month. Because this is often not the case and because accessibility features of events are often costly, the extra measures that groups can undertake to improve the accessibility of their event (i.e. ASL interpreters, printed materials in large font, sound amplifiers, etc.) are frequently sacrificed.

A fraction of the Accessibility Queen’s Restricted Fund should exist in a separate fund through which smaller “grants” are dispersed through a less rigorous granting process with a weekly turnover, such that groups can easily access funds to improve the accessibility of their event.

12. That the AMS establish a “Commitment to Accessible Employment” document displayed on AMS Recruitment and Application portals that outline the different job responsibilities of each position in the AMS Services such that all students can make informed decisions based on their access needs.

Part of being an accessible employer is to prioritize accessibility (proactive) before accommodation (reactive). Providing potential applicants with the agency to determine the jobs that would best suit their access needs is a simple but dignifying way of presenting our employment opportunities.

13. That AMS-sanctioned events take dietary restrictions into account.

Whether dietary restrictions exist by biological conditions (e.g. allergy, intolerance, etc.) or by choice (e.g. veganism, vegetarianism, etc.), all students are entitled to nutritional choice. As a sign of respect and in efforts to be inclusive, the AMS should strive to provide as many options as possible when serving food, and/or should offer dietary
accommodations to attendees prior to the event. This recommendation applies to all sanctioned events including, but not limited to, commissions and offices.

Another way to implement this recommendation would be to display ingredients with foods served or to advertise in advance the foods that will be available.

Objective 4: Promote Mental Wellbeing among Volunteers and Staff

While Queen’s University has made strides in improving/advertising support services and implementing efforts to reduce the stigma of mental illness, there is still more work to be done. As an employer of 1500+ students, the majority of whom are enrolled in full-time studies and often engaged with more than one extra-curricular involvement, it is our responsibility to provide a supportive and accessible space for students with diverse needs for their mental wellbeing.

The following recommendations were established keeping in mind the nuances of being an involved student, and the demanding nature of many of the opportunities found in AMS employment.

Recommendations:

14. That the AMS includes mental health resources in all staff and volunteer transition manuals and training manuals.

The transition period, particularly for salaried staff positions, can be one of the most difficult times of year for incoming staff, as they are often still enrolled in a rigorous course load while suddenly required to complete a hiring process as well as a transition process with their predecessor. Recognizing that this period of time is high-stress and knowing that transition manuals are one of the first educational documents individuals will engage with, it would be helpful and relevant to include mental health resources.

The AMS employs over 1500 volunteers and staff, and each will receive some rendition of a training manual. Including mental health resources in these manuals follows similar logic as for transition manuals, but also is a fantastic way to disseminate information about mental health resources to student leaders on campus.

15. That the AMS incorporate flextime into work hours to promote a results-driven environment rather than a time-driven environment.

“Flextime” refers to an arrangement that allows employees to alter the start and end times of their workday around the typical 9AM-5PM workdays without altering the total number of hours worked in a given week. If the AMS is to adopt this
recommendation, it should follow pre-determined guidelines set by other institutions such as the model set by the University of California, Riverside⁹.

16. That the AMS implement one “Work at Home” day per month for salaried-staff.

Staff must pre-determine this date with their direct supervisor such that it need not disrupt commitments and such that conflicts can be resolved in advance. Employees will not be penalized for opting to not utilize this option, but supervisors are responsible for cultivating a workplace culture that supports employees’ choices to opt-in to this option.

17. That the AMS mandate Mental Health Training that incorporates both self-care strategies as well as support-strategies for all salaried staff.

The AMS Employee Policy and Procedures Manual¹⁰ currently stipulates that all AMS Salaried Staff must complete “Mental Health” training during the May training session. This recommendation encourages future Human Resources Officers, Executives and Social Issues Commissioners to engage in discussions about how to best optimize this “Mental Health” training for salaried staff. Optimal training would include self-care strategies but also incorporate Peer Helping Skills strategies (workshops offered through the Peer Support Centre) to build a culture of support amongst salaried staff and better equip managers to support their direct reports.

18. That the AMS publicize its leave of absence policy in all Volunteer and Staff training manuals.

The AMS Employee Policy and Procedures Manual outlines conditions on which employees may request Sick or General Compassionate Leaves. Making the conditions and terms of leave(s) known and available to employees is a crucial component to having accommodating policies.

19. That the AMS establish a subsidy for health-related activities for salaried staff, much like a “food-credit”.

The amount and logistics of this health credit shall be negotiated between the Human Resources Officer, Vice President (Operations), and other relevant parties. The vision of this recommendation is that the funds provided through this health credit would subsidize the cost of beneficial health activities such as, but not limited to: registering for a marathon, purchasing a fitness plan, registering for a yoga membership, etc.

⁹ https://hr.ucr.edu/worklife/professional/flextime_schedule_guideline.html
Objective 5: Improve Recognition and Appreciation for All Genders.

To create an inclusive and dignifying student experience for students of all gender identities, the AMS must take a strong stance against gendered practices.

In 2012, “gender identity” and “gender expression” were added as grounds of discrimination in the Ontario Human Rights Code, and as a result, discrimination and harassment based on gender identity or gender expression is against the law. Readers are asked to note this piece not to encourage simple compliance with recommendations, but to understand the gravity of significance that gender plays in any one individual’s identity.

Recommendations:

20. That the AMS strive to eliminate gendered practices or events (e.g. gendered dances during Orientation Week, gendered staff socials, Best Dressed guy/girl awards, etc.).

   Gendered practices often result in the exclusion of, or inaccessibility to, those who do not identify on the gender binary. For example, “Girls/Guys Night Out” social functions quite literally exclude all those that do not identify on the binary. AMS department heads must diligently evaluate the inclusivity of their sanctioned events with respect to the diversity in gender identity of their potential attendees.

21. That the AMS amend policy to reflect gender-inclusive terminology (i.e. “they/them”) rather than “he/she”.

   “He/she” works to further perpetuate a binary model of gender where those who do not identify on the binary. When using the terms “they/them” to maintain gender neutrality, the terms need not be used to refer to multiple people11.

22. That the AMS exclusively use gender-inclusive language in all society-related marketing.

   This recommendation applies to AMS communication channels (i.e. Twitter, Facebook, Instagram, etc.) but also communication channels of extensions of the AMS. The responsibility shall ultimately fall on the Communications Office to monitor proper use of gender terminology, but department heads must also play an active role in ensuring that their direct reports and associated groups (i.e. committees within commissions) are using inclusive language in their marketing and communications.

23. That the AMS Marketing and Research department closely follows the Queen’s Equity Office’s “2016 Guidelines on Collecting Information about Sex and Gender at Queen’s University” when inquiring about a respondent’s gender identity.

11 http://grammarist.com/usage/they/
A priority for the Queen’s Equity Office in the 2015-16 year has been to develop a comprehensive and research-based Guideline on Collecting Information about Sex/Gender at Queen’s University. The decision to keep it as a guideline and not as a policy was made in order to leave room for flexibility in the future, recognizing that language around gender identity is ever changing. This recommendation suggests that the Marketing and Research department diligently consults this set of guidelines in the creation of any public or private survey.

24. That the AMS offer all gender identity options on application portals when hiring for positions that require a consideration of gender identity.

Following the Guideline on Collecting Information about Sex/Gender at Queen’s University mentioned in Recommendation #22, the AMS should offer more than the binary options for identifying gender when hiring for positions that require consideration of gender identity.

25. That the AMS offer all gender identity options on all feedback/registration/etc. forms produced (i.e. event registration).

See recommendations #21 and #22.

Objective 6: Commit to a Financially Accessible Environment

Queen’s University has a reputation for being home to a relatively affluent student population. With 95% of students coming from outside of Kingston, it is not surprising that Queen’s University students show a higher average household income in comparison to commuter schools such as the University of Toronto or York University. In 2013, it was reported that approximately 30% of Queen’s students rely on student loans and awards, while the provincial statistic of students using loans stood at approximately 64%. Additionally, the 2015 Queen’s Applicant Equity Census finds that nearly 78% of registered applicants report household incomes above $75,000.

With students experiencing financial difficulties as the minority, it is more likely that our campus life is positioned to benefit those that do not generally experience financial strain. The AMS prides itself in considering the financial accessibility of the student experience, with keeping costs

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12 The Official Guideline is not yet publicly available (anticipated date of release: Fall 2016), but can be accessed by contacting hrights@queensu.ca
13 http://www.queensu.ca/about/quickfacts
14 http://www.queensjournal.ca/story/2013-03-08/infocus/ontario-student-debt-higher-ever/
at student services as low as possible and providing bursaries for all costs needed to access extra-curricular involvements (i.e. Student Activity Fee Bursary, Campus Activities Bursary). To continue our commitment to a financially accessible student society, it is imperative that we keep students from all financial circumstances in mind in the way that we execute our everyday operations, and ensure that our employment and engagement opportunities are financially accessible to all.

Recommendations:

26. That the AMS partner with Student Awards to allow students receiving financial aid of any kind the option to “opt-in” to a list serve that will allow them to receive notifications from the AMS when employment opportunities open up.

Students accessing the Ontario Student Assistance Program (OSAP) or scholarships/bursaries through the Queen’s Student Awards Office would have the opportunity to “opt in” to a list-serve where they would receive updates about hiring deadlines at the AMS as well as available bursaries and opt-out dates.

27. That the AMS Clubs Office supervisors of AMS committees encourage groups to incorporate a donation jar or donation bin for the AMS Food Bank for events where no costs are required to attend and no other recipient for donations has been selected.

The AMS Food Bank provides confidential and non-judgmental food assistance for AMS and SGPS students. Open three days a week, it is stocked weekly with nutritious fresh foods (e.g. fruit, vegetables, meat, dairy, grains), non-perishable goods, and hygiene products. The AMS Food Bank is limited in the amount of support it can provide to patrons by its modest budget comprised of a 1.00$ out-putable student fee from AMS and SGPS students. Donations (monetary or non-perishable food items) will allow the AMS Food Bank staff to provide patrons with more than the bare minimum (i.e. provide more protein items, childcare items for student parents, and more fresh foods).

Considering that many AMS events are free of cost (especially education-based AMS Committee events), creating a culture where it is commonplace to collect donations from attendees for the AMS Food Bank would be a low-effort fundraising opportunity for organizers, and hugely beneficial for the campus community.

28. That the AMS advertise the AMS Student Activity Fee Bursary on all application portals.

When applicants are asked to disclose whether or not they have paid the student activity fees, they would be made aware that there are alternative methods of paying their student activity fees. This small change would ensure that students who are not able to pay student activity fees out of pocket would not be deterred from getting involved with AMS opportunities due to misperception.
29. That the AMS prioritize financial accessibility of services before profit.

   The AMS Services currently operate naturally on the model of financial accessibility before profit. This recommendation exists to ensure that the spirit of this guideline continues to be considered in any future negotiations of raising costs at AMS corporate services.

30. That the AMS Social Issues Commission spearheads regular budgeting workshops in collaboration with the Office of the University Chaplain.

   The Office of the University Chaplain offers budgeting workshops upon request. The AMS Social Issues Commission should offer regular sessions in collaboration with the University Chaplain at especially high-cost or transition times of year such as September, December, January, and April. The regular workshops may be offered through the Equitable Queen’s workshop program\(^{16}\) or through Piggy for Change; the Social Issues Commission financial literacy committee.

Objective 7: Disseminate Consent and Sexual Violence Prevention Education

Queen’s University has been especially diligent in recent years with its commitment to sexual violence prevention and survivor-centric response. In the Sexual Assault Prevention and Response Report and Recommendations\(^{17}\) published on April 30, 2015, Objective #7 specifically calls for the delivery of “evidence-based peer-involved prevention education”. At this pivotal era for Queen’s, with the University’s focus and support for sexual violence prevention and response, it is of utmost importance that the Alma Mater Society joins the university in its commitment to prevention education and response efforts.

Recommendations:

31. That the AMS mandate the Bystander Intervention Training Program for staff of TAPS, SLC, Walkhome, and Queen’s Student Constable Staff.

   Recognizing that bystanders are a key piece to sexual violence prevention work\(^{18}\), the AMS should mandate Bystander Intervention training to employees that are positioned to be more likely than the average students to find themselves in a first-responder situation to an incidence of sexual violence.

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\(^{16}\) [http://equitablequeens.com/resources-directory/workshops/](http://equitablequeens.com/resources-directory/workshops/)


\(^{18}\) [https://www.notalone.gov/assets/bystander-summary.pdf](https://www.notalone.gov/assets/bystander-summary.pdf)
32. That the AMS Social Issues Commission establishes an educational committee mandated to increase awareness about sexual violence and to provide holistic and intersectional education about prevention strategies and response mechanisms.

The Social Issues Commission currently houses six committees that are primarily tasked with contact-based education specific to their respective topics: mental health, LGBTQ+ identity, performance-based social justice, accessibility, financial literacy, and race and racism. In years past, it was home to a “Gender Issues Committee” which was likely too broad in scope and was unable to find productive direction.

Recognizing that Queen’s University and universities across the country are currently well positioned to be having productive and progressive conversations about sexual health, consent, and sexual violence, the Social Issues Commission should revisit the idea of striking an educational committee to focus on this topic.

Objective 8: Develop and Disseminate Training on Anti-Racism and Cultural Literacy

While anti-racist work can take a variety of different forms, this objective intentionally focuses on anti-racist education. As witnessed through the rollout of Mental Health Training in response to the Principal’s Commission on Mental Health 2011 Report19, training student leaders on campus not only contributes to a supportive and more attitudinally and culturally literate campus, but also one that is fundamentally rooted in a culture of support and inclusion.

The 2015-16 academic year has been active with students of colour voicing their concern about the prevalence of racism at Queen’s University, through articles in the Queen’s Journal recounting individual instances of racism to open letters to the University Senate calling for a solution to the systemic racism that manifests in the lack of faculty of colour. The issue is more pertinent now than it has been in recent years, and with increasing enrolment of “visible minority” students and international students; the AMS must take a more proactive approach to cultivating an anti-racist environment.

Recommendations:

33. That the AMS Social Issues Commissioner develop an Anti-Racism Workshop in collaboration with the Queen’s Human Rights Office as well as the Four Directions Aboriginal Students Centre to disseminate to all AMS salaried staff and Orientation Week leaders.

The training referred to in this recommendation does not yet exist, and must be developed with student leaders in mind. It should cover topics ranging from the nature

19 http://www.queensu.ca/principal/planning-initiatives/mentalhealth/commission
of race vs. ethnicity, individual vs. institutional racism, micro-aggressions, peer helping skills, support services, and other relevant topics.

34. That the AMS continue to explore other audiences that may receive the training (e.g. Permanent Staff, Deputy Commissioners, Committee Chairs and Members, Part-Time Staff, General Volunteers, etc.).

See Recommendation #33.

Objective 9: Improve our Commitment to and Advocacy for Indigenous Students

Universities were built on colonial ideals of success and Eurocentric values, and thus we must be careful to strive for “decolonizing” our institutions, as its very foundations were not established with Indigenous peoples in mind. However, this does not exempt Queen’s University or its related institutions such as the Alma Mater Society of the responsibility to prioritize Indigenous lived experiences and voices in our advocacy, continue to evaluate our own climate for its inclusivity of Indigenous students, and continue to recognize the colonial land on which we are able to live, learn, and play.

The Truth and Reconciliation Commission’s Final Report\(^\text{20}\) issues several calls to action for post-secondary education institutions in Canada. Among them is a recommendation that is arguably most relevant to the AMS: “initiatives that could be undertaken to enhance the cultural climate at Queen’s for Aboriginal students”. As discussed previously in this document, the AMS is well positioned, and holds primary responsibility, to set standards for campus life and culture at Queen’s. Our commitment to “honouring the truth and reconciling for the future” must continue and manifest in tangible goals and measures.

Recommendations:

35. That the AMS designate words from Indigenous languages to name JDUC rooms 351, 352, and 353 and Queen’s Centre rooms 504, 505, and 506, in support of increasing awareness of Aboriginal territory on which our student life space resides.

Visibility and “being seen” is often quoted as a key component to reconciliation\(^\text{21}\). Silence around our history of colonialism contributes to the manifestation of privileging settlers over Indigenous peoples. As a structure that aims to facilitate student life and engagement, the Student Life Centre spaces should consider how it recognizes the


Indigenous lands on which it resides. With language as a key component to any cultural identity, conversations with the senior staff at the Four Directions Aboriginal Students Centre have revealed that re-naming rooms with words from Indigenous languages would be a significant token of recognition.

36. That the AMS mandate land acknowledgements at all AMS Assembly meetings, AMS Board of Directors meetings, and any other significant event held by the society.

The AMS Assembly has started to implement this practice in the 2015-16 academic year, and its leadership should be followed suit by other special meetings such as the AMS Board of Directors meetings and other significant gatherings (significant Society events). Successful implementation of this recommendation would manifest in part as mandated acknowledgements codified in AMS Policy Manuals.

37. That all AMS e-mails (all those @ams.queensu.ca) display an Indigenous land recognition in its signature block that reads, or is a derivative of, “Queen’s University is situated on the territory of the Haudenosaunee & Anishinaabe”

See Recommendation #34 and #35.

38. That the AMS incorporate an item of significant land recognition in a visible area of Student Life Space.

See Recommendation #34

39. That the AMS include artwork from various cultures in Society operated spaces such as the AMS Offices and Student Life Centre spaces.

See Recommendation #33.

40. That the AMS Social Issues Commission establishes a Deputy Commissioner of Indigenous Affairs to liaise with Indigenous community stakeholders and student groups.

This Deputy Commissioner should work closely with the Social Issues Commissioner to ensure that Indigenous voices are prioritized in decision-making and advocacy that the AMS undertakes. They should also work closely with the AMS Human Resources Officer to ensure inclusive recruitment and hiring practices as per Recommendation #3.
41. That the AMS mandate Cultural Safety Training for all salaried staff members (government, corporate, and permanent staff) and part-time staff/volunteers of support services operated by the society.

   Cultural Safety Training is delivered through the Four Directions Aboriginal Students Centre and aims to educate about Canada’s history of colonialism and anti-oppressive and anti-racist practices that attendees can uptake to ensure appreciation for Aboriginal peoples, culture, and history. If the AMS is to aim for improved recruitment for Aboriginal students for its employment opportunities and prioritize Aboriginal voices, that progress should be preceded with a culturally literate environment. Training staff members and volunteers of support services is a great start to cultivating that literacy. Successful implementation of this recommendation will be the codification of mandatory Cultural Safety Training in AMS Employee and Volunteer Policies and Procedures Manuals.
This document is first written in the 2015-16 academic year with the current campus climate, student population demographic, and societal conditions in mind. Recognizing that the language, climate, and attitudes around the topics and axes of identity discussed in this paper are ever-changing, it is strongly recommended that the Social Issues Commissioner undertake a review of the Objectives and Recommendations annually.
Appendix Acknowledgment of Territory

P.5 Council
P.5.1 Responsibilities Of The Officers Of Council
P.5.1.1 Speaker of Council

a. Council Meetings and General Meetings of the SGPS shall be chaired by the Speaker of Council. In the absence of the Speaker, members shall assume the duties of the Speaker in the following order of preference:
   (1) Deputy Speaker
   (2) VP Professional
   (3) Commissioner or Coordinator

b. The Speaker shall:
   (1) organize and act as Speaker for all Council, General and Annual General Meetings of the SGPS, in accordance with these Bylaws; 55
   (2) ensure that the Bylaws and Policies are kept up to date;
   (3) provide authoritative interpretation of the Bylaws and Policies;
   (4) chair the Bylaw and Policy Revisions Standing Committee, in accordance with P.8.2.2;
   (5) ensure that all motions presented to Council, General Meetings and the Annual General Meeting are worded clearly and appropriately;
   (6) be responsible for instructing the incoming Speaker as to her/his duties;
   (7) perform any function of the Chief Returning Officer, in accordance with B.11.
   (8) The Speaker shall read aloud the land recognition statement after calling to order meetings of Council, General Meetings, and Annual General Meetings, and it shall appear as the first item on the agenda. The land recognition statement is:
      i) “The Society of Graduate and Professional Students recognizes the traditional and ancestral territories of the Anishinaabe and Haudenosaunee Nations on whose land we gather on today.”

c. The term of office for the Speaker will be from May 1st to April 30th of each year.
Appendix Student Advisors

B.20 Student Advisor Program

B.20.1 Definitions
a. Memorandum of Agreement: a contractual agreement between Queen’s University School of Graduate Studies and the SGPS.
b. Client: an SGPS Member seeking confidential support on issues related to academic and university life.
b. Inquiry: a question from a client that can be answered with minimal communication between the client and the Program Administrator.
c. Case: a client issue that requires in depth investigation and planning by a Student Advisor as assigned by the Program Administrator.

B.20.2 Personnel
a. Student Advisors are individuals hired by the SGPS that are responsible for:
i. taking on Client Cases as assigned by the Program Administrator;
ii. promoting student self-advocacy;
iii. providing confidential support to Clients by informing them of pertinent rules, regulations or guidelines;
iv. working with Program Administrator to maintain Client records and files in a secured, confidential fashion;
v. make recommendations to the VP Graduates on potential University wide policy changes to benefit SGPS members;
vi. compiling term reports with the help of the Student Advisor Program Coordinator for review;
vii. consulting more qualified persons if the Case is beyond the scope of the Student Advisor’s ability; and
viii. other tasks as assigned by the Program Administrator or VP Graduate.
b. Program Administrator is responsible for the day-to-operations of the program including:
i. scheduling of Student Advisors;
ii. ensuring proper completion and filling of confidentiality forms and Case notes;
iii. monitoring the general Student Advisor Program email account;
iv. answering short inquiries to the program;
v. assisting the VP graduate in Student Advisor Program advertisement;
vi. scheduling and recording Student Advisor training;
vii. balancing Student Advisor workload by assigning Client Cases;
viii. acting as the institutional memory of the Student Advisor Program; and
ix. other tasks as assigned by the VP Graduate

c. The VP Graduate is an individual elected by the membership of the SGPS to manage the Student Advisor Program including:
i. acting as Chair of the Student Advisor Hiring Committee;
ii. following the guidelines in the Memorandum of Agreement;
iii. consulting with the Program Administrator and Student Advisors in the daily functioning of the Program;
iv. advertising the Student Advisor Program to SGPS member and the Queen’s community;

v. acting as the final oversight of the Student Advisor Program; and

vi. reviewing program statistics to advocate for Queen’s University level policy changes to benefit SGPS members.

B.20.3 Mandate

a. The Student Advisor Program provides members of the SGPS with general information, advice, advocacy and support services with regards to aspects of academic and university life.

b. The advocacy role of the Student Advisors consists of: facilitating dialogue; attempting to find resolutions to concerns; referring to other services available to resolve issues; and assisting in accessing formal routes of resolution.

c. Student Advisors are encouraged to promote self-advocacy of the Client whenever possible as well as assist in answering questions and resolving Client concerns as they arise. No actions should be taken without the Clients’ express and informed consent.

d. Student Advisors shall follow due process and seek resolution/mediation of a Client’s Case at the appropriate level of the organization (lowest to highest).

e. All communications between a Client and the Student Advisor Program will be kept confidential, unless authorized explicitly by the Client or where required by law.

f. The Student Advisor Program may refuse to investigate a Case that appears to be an abuse of the Student Advisor Program’s function. The Student Advisor Program will provide a letter (in hard copy or electronic copy) of explanation to a refused client.

B.20.4 Hiring Process

a. The Student Advisor Hiring Committee members shall consist of:
   i. the VP Graduate who shall chair the committee;
   ii. the President (or his or her delegate);
   iii. a representative from the Queen’s University International Centre (or his or her delegate);
   iv. the University Ombudsperson (or his or her delegate);
   v. a representative from the Queen’s Human Rights Office or the Queen’s Equity Office (or his or her delegate); and
   vi. the Student Advisor Program Administrator.

b. The VP Graduate in consultation with the Student Advisor Program Administrator shall develop an appropriate job description and help carry out an advertising campaign to recruit potential Student Advisors.

c. The SGPS shall advertise the available position as widely as possible (website, mailing lists, and newsletter, where possible). The call for applications shall last a minimum of 14 days.

d. The Student Advisor Hiring Committee shall review all applications, short list qualified applicants, and conduct interviews.

e. The members of the Student Advisor Hiring Committee shall declare any conflicts of interest at the beginning of the hiring period. If a member of the Student Advisor Hiring Committee is found to be in a conflict of interest, the member shall not participate in the Student Advisor Hiring Committee.

f. The Student Advisor Hiring Committee shall make decisions by simple majority. In the case of a tie, the Chair shall be entitled to break the tie.
g. Should a member of the Student Advisor Hiring Committee not be able to attend all candidate interviews, that member will no longer be able to participate in the Student Advisor Hiring Committee.

h. The VP Graduate shall report to SGPS Council, on behalf of the Student Advisor Hiring Committee, on the outcome of the hiring process.

B.20.4.1 Emergency Hiring

In the event that one or more Student Advisor is unable to perform their duties, the VP Graduate and the Program Coordinator may appoint a replacement Student Advisor.

B.20.5 Student Advisor Program Review

a. Program review will assist the VP Graduate in exercising his or her responsibility over the Student Advisor Program. The review shall be conducted by the Student Advisor Program Administrator in consultation with the VP Graduate. The review shall consist of:

i. an overview of collected Student Advisor Program statistics from the previous twelve months;
ii. interviews with Student Advisors;
iii. interviews with on-campus student assistance services including but not limited to the School of Graduate Studies, the University Ombudsperson, Student Wellness Services, Queen's University International Centre, and the Human Rights Office;
iv. review of client feedback surveys.

b. The Student Advisor Review shall be conducted during the summer and a report shall be presented to the August SGPS Council Meeting.

B.20.6 Student Advisor Evaluation

a. The Student Advisor evaluation will be conducted annually to assess the performance of Student Advisors during the term of their contract. The review shall be conducted by the VP Graduate and consist of:

i. an interview with the Student Advisor;
ii. an interview with the Student Advisor Program Administrator;
iii. evaluation of the Student Advisor’s clients’ surveys; and
iv. interviews with on-campus student assistance services that the Student Advisor interacted with.

b. These evaluations will be discussed internally with the SGPS Executive and the Student Advisor Hiring Committee if the Student Advisor applies for re-hire.

B.20.7 Student Advisor Contract

Each Student Advisor shall have an employment contract with the SGPS outlining their term and remuneration, responsibilities, work hours, confidentiality, code of conduct, respect for the client’s right to direct and self advocate, responsibilities of the SGPS, complaints against employees, discipline and termination and other.

B.20.8 Training

a. Each Student Advisor shall receive training that will include:
i. familiarization with on-campus services including but not limited to to the School of Graduate Studies, the University Ombudsperson, Student Wellness Services, Queen’s University International Centre, Campus Security, and the Human Rights Office;
ii. Student Advisor Program client intake, record keeping, and confidentiality procedures;
iii. mental health assessment;
iv. conflict resolution/mediation;
v. intercultural competency; and
vi. other training as identified by Student Advisor Program Personnel;
b. Training is to begin within 2 weeks of start of the Student Advisor contract.
c. The majority of training must be completed before a Student Advisor can begin taking on Client Cases, recognizing that potential scheduling issues may hinder complete training.
d. Student Advisors re-hired to the Student Advisor Program are not required to repeat training already received.

B.20.9 Student Advisor Reports
a. Student Advisors shall submit a report to the Student Advisor Program Coordinator at the end each academic term as follows:
   i. Summer term report due September 15th;
   ii. Fall term report due January 15th; and
   iii. Winter term report due May 15th.
b. Reports shall include:
   i. statistics on number of Cases and types of Cases;
   ii. referrals made;
   iii. resources accessed;
   iv. barriers encountered in pursuit of a resolution of each Client Case; and
   v. other information as directed by the Student Advisor Program Coordinator or VP Graduate.
d. Student Advisor Program Personnel will meet to discuss reports at the time they are due.
c. Student Advisor reports will be scrubbed of any client-identifying information by the Student Advisor Program Coordinator before being released publically.
c. The VP Graduate will present public reports to SGPS Council and the Dean of the School of Graduate Studies.

B.20.10 Confidentiality and Record Keeping
a. all Clients are required to sign a confidentiality agreement that clearly states how any personal information will be handled by the Student Advisor Program prior to the Case being heard.
b. Student Advisors are required to fill out an intake form during, or immediately after, the first meeting with a Client.
c. all paper Case notes, including confidentiality agreement and intake form, will be digitally recreated and stored on a secure server. Paper copies will be destroyed.
d. All Case records will be kept for a period of two years following Case completion.

B.20.11 Funding
a. The Student Advisor Program shall be funded by:
   i. the SGPS membership through a mandatory student fee; and
   ii. the School of Graduate Studies through the Memorandum of Agreement.
b. The VP Graduate shall evaluate funding sources annually and seek additional sources if required.
Appendix Awards

P.2.2.3 Commissioners

a. All Commissioners are responsible for:
   1. submitting monthly written reports to and attending meetings of council;
   2. developing a year plan specific to their position in accordance with P.4.4 Year Plans;
   3. participating in the transition process in accordance with P.4 Transition;

b. The Social Commissioner shall report to the ED. The Social Commissioner shall head the Social Commission and be responsible for:
   1. supervising and providing direction to the SGPS Social Volunteers
   2. ensuring that all SGPS social events meet the standards established in P.12.1
   3. organizing SGPS orientation week;
   4. organizing SGPS social activities including but not limited to the Halloween Party, and the Semi–Formal;
   5. submitting a motion annually at January Council to chose a Committee Chair for the SGPS Awards as established in P.6.1.2.a;

P.6 Awards

P.6.1 SGPS Awards

P.6.1.2 Timelines

a. The Committee Chair will be chosen through a motion submitted by the Social Commissioner at the January Council Meeting, and shall be responsible for publicizing the need for members via the Executive Assistant. The remaining Committee members shall be ratified at the February Council Meeting.

b. The Committee Chair shall be responsible for publicizing the need for members via the Assistant Director of Networking. The remaining Committee members shall be ratified at the February Council Meeting.

c. The Committee Chair shall be responsible for publicizing the call for nominations via the Assistant Director of Networking.

d. The nomination period shall be open for at least two weeks, and shall end no later than 2 weeks before the date of the Spring Semi–Formal end of classes.

e. The Committee shall inform the Award recipients and SGPS membership of their decisions no later than one week before the date of the Spring Semi–Formal no later than 2 weeks before the May Council Meeting.

f. Recipients shall be notified of their Awards by telephone with written confirmation to follow.

g. The Awards shall be presented to the recipients at the Spring Semi–Formal, May Council Meeting, and thus 8 complimentary tickets shall be reserved for the Award recipients and their guests.

P.6.1.4 Award Description

Each award will consist of a plaque, two tickets to the Spring Semi–Formal and a monetary award (if applicable). The award recipients’ names shall also be engraved on a plaque for display.
Appendix Hiring

SGPS
HIRING POLICY AND PROCEDURES
MANUAL
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PURPOSE

The Society of Graduate and Professional Students (SGPS) strives to attract, recruit, select, and promote the most qualified people to achieve its strategic objectives. The purpose of this Hiring Policy is to ensure a timely, transparent, equitable, and effective employee recruitment and selection process that complies with relevant employment legislation. SGPS is committed to promoting equal opportunities and providing an inclusive place of employment. Accordingly, SGPS aims through its recruitment and selection practices, to ensure its workforce reflects the diversity of the community it serves. SGPS is committed to ensuring that its recruitment and selection practices are consistent with the Ontario Human Rights Code.
1. GUIDING PRINCIPLES

1.01 Ensure that persons selected will have the qualifications required to perform the job effectively.

1.02 Ensure equal access and equal opportunity through the uniform and transparent application of the recruitment and selection promotion procedures.

1.03 Comply with the requirements of the Accessibility for Ontarians with Disabilities Act (AODA) in all recruitment activities.

1.04 Comply with the requirements of the Ontario Human Rights Code (OHRC) in all recruitment activities, including the duty to accommodate prospective employees who fall within the enumerated grounds.

1.05 Ensure that no individual shall be advantaged in securing employment as a result of nepotism.

1.06 Not tolerate any form of discrimination and/or harassment in accessing employment, accommodation, education or services at the SGPS.

2. ELIGIBILITY OF SGPS PART-TIME STAFF

2.01 Any member of the SGPS, who is a full-time on campus member, is eligible for applying for a position with the SGPS. There is no requirement for a minimum course load to be eligible for a position with the SGPS. As long as the SGPS member has paid their society fee (as a full-time on-campus member would have), then they are an eligible SGPS member. The only exception to this is that past SGPS Executives are discouraged from applying for these jobs, and it is up to the discretion of the Hiring Committee if they see it is reasonable to hire this individual back into the organization.

3. JOB DESCRIPTION

See APPENDIX A which provides a simple guideline to writing a concise job description
3.01 Prior to the election of the new SGPS Executive each year, the Hiring Committee (comprised of the VP Professional, an Executive, and a full-time SGPS staff member) shall ensure that all job descriptions are current, appropriate, and complete.

3.02 An official set of job descriptions shall be maintained in the appropriate SGPS office. The Hiring Committee shall ensure that a current set of job descriptions is available at the SGPS reception desk and all other SGPS communication centers during the recruitment and hiring process.

3.03 The Hiring Committee shall draft job descriptions, which will include the requirements of each position as defined in the Bylaws and Policies, as well as such other requirements as the Hiring Committee shall deem necessary. These job descriptions shall be made available to ordinary members of the SGPS on request.

3.04 The Hiring Committee shall develop an appropriate job description and carry out an advertising campaign to recruit potential SGPS Part-Time Staff.

3.05 Prior to commencing work, all employees and appointees shall be made fully aware of their job descriptions, any remuneration, time requirements, and all relevant rules and regulations. They should also be made aware of this manual and informed as to how to access it at any time.

3.06 The job description is what the Hiring Committee should use in efforts to research each position and become familiar with its operations so that they may select the best candidate for the position.

3.07 It is strongly recommended that the committee members consult past Hiring Committee s, SGP Part-Time Staff currently in the position they are looking to fill in order to acquire explicit criteria and insight on what constitutes an ideal candidate prior to commencing interviews.

4. JOB POSTING

4.01 Everybody can apply to the jobs of the Society SGPS as long as they are eligible to work in Canada.

4.02 The SGPS especially encourages applicants from equity-seeking groups including, but not limited to, Aboriginal peoples, members of visible minorities, persons with disabilities, women, international students, and Lesbian, Gay, Bisexual, Trans, or Questioning (LGBTQ) people.

4.03 A complete list of all the available salaried positions and hiring dates shall be advertised at least two weeks prior to the end of the fall term for winter jobs, and at least two weeks prior to the end of the winter term for spring/summer jobs. This gives applicants more time to consider working for the SGPS, and more time to research positions that may interest them.
4.04 Job postings for vacancies opened during the term shall be put at conspicuous places for at least two weeks in advance to the deadline.

4.05 All SGPS positions shall be advertised both virtually (i.e., on its website, LinkedIn, Facebook, and Twitter accounts) and physically (i.e., in campus buildings, classrooms, and residences such as the Four Directions Aboriginal Student Centre, the International Centre, and within high traffic areas for all faculty societies) for the purpose of attracting a diverse pool of applicants.

4.06 Interviews, will be held as soon as possible after the application deadline, but shall generally be scheduled on weekends and evenings in order to maximize the availability of applicants and minimize inconvenience. Every effort shall be made to conclude interviews before 10pm.

4.07 The selection criteria of a successful applicant are primarily based on one’s fit to the job qualifications, to the organization’s values, as well as one’s education, experience, and seniority. All qualifications being equal, preferences will be given to internal job applicants over external job applicants.

5. APPLICATION PROCESS

5.01 All applications are required to be submitted via SGPS online application system. The application procedure shall require the applicant to provide the following information:
   a) Job title and number of desired position
   b) Contact information: name, telephone number, email and student number (if applicable)
   c) Confirmation of SGPS membership (not applicable for permanent staff)
   d) Resume and Cover Letter
   e) Responses to application questions (not exceeding one page or 500 words)

5.02 The application page shall contain the following information:
   a) The job description including responsibilities and qualifications
   b) Format for accurately uploading all supporting material (Ex: Resume and Cover Letter)
   c) A list of relevant contacts for applicants
   d) Application deadline
   e) Statements of the following:
      1. Candidates must be SGPS members to qualify (not applicable for permanent staff positions)
      2. SGPS is an equal opportunity employer (See SGPS bylaws “Staff Hiring” P.3.1.2 f)
      3. Hiring will be conducted in accordance with the SGPS Hiring Policy and Procedures Manual
      4. Late applications will not be accepted
      5. Incomplete applications will lead to disqualification
6. Workplace accommodations and request for accommodations
7. Only those candidates chosen for an interview will be contacted
8. Eligibility to work in Canada

5.03 The application page for **permanent non-SGPS member positions** will also list a maximum of three (3) questions for which a written response, not to exceed one page (approximately 500 words), shall be required. The questions shall be approved by the current Executive and the Hiring Committee prior to the opening of the hiring period. In order to enhance accessibility and recruitment, specific experience shall not being a prerequisite but rather a consideration. The questions shall be broad in nature and largely designed to elicit responses regarding desired qualities, attributes, motivation and character. **Examples of possible questions include (but are not limited to) the following:**
   a) What attributes do you have that make you an ideal candidate for this position?
   b) Why do you want to work for the SGPS?
   c) What is your experience with the Queen’s Student population?
   d) What are your top three strengths and why?

5.04 The application page for **part-time SGPS member positions** will list three (3) questions for which a written response will be required. Responses shall not exceed one page (approximately 500 words) and shall be specific to each vacancy. The questions will be:
   1. Please provide your class schedule and availability for working hours.
   2. Why do you want to work for the SGPS?
   3. What qualities are important in being a successful in the position of <insert Job Title>?

5.05 Eligible rehires (see “Rehires” – Section 11) are given first considered however all applications will be effectively screened based on SGPS criteria and job fit.

5.06 Candidates are not limited to the number of positions for which they can apply however consideration will be given to those that most effectively meet the job requirements and qualifications of each position. Disqualification of one job application does not automatically disqualify candidates from other position for which their applications were received.

**6. SCREENING PROCESS**

*See APPENDIX B for resources on effectively screening applications*

6.01 Following the application deadline the Hiring Committee (or designated persons) will complete the initial screening of all submitted applications for completeness and a comparison against the job requirements. Hiring Committee members must declare any conflicts of interest and recuse themselves where they would be unable to make an impartial decision. Recusal should take place as soon as the applications for each position are received. A Hiring Committee member who has recused him or herself will be replaced with a suitable candidate.
6.02 The Hiring Committee is not required to interview every applicant for a position if time constraints, volume of applications and candidate qualifications would make doing so impractical. If there is only one applicant for the position, the Hiring Committee shall still evaluate the applicant’s resume and conduct an interview to determine the applicant’s suitability for the position or extend the application period.

6.03 After applications have been thoroughly screened, the Hiring Committee will make decisions by consensus to categorized applications based on suitability in proceeding to the next stage in the hiring process as follows:

1. **Successful Application** – contact candidate via phone (and email if necessary) to schedule in-person interview with the Hiring Committee.

2. **Undecided Application** - may consider at a later date or need more information
   a) File application until first round of interviews has been conducted and a more confident decision can be made.
   b) Conduct a secondary screening consisting of a short phone interview focused on obtaining a more thorough understanding of the candidate (*Tips and information for this process are found in APPENDIX C*)

3. **Unsuccessful Application** – discard application, no longer under consideration.

6.04 All applications categorized as “successful” or “undecided” will be filed with SGPS Hiring Committee to maintain accurate documentation and record of potential applicants until they have completed the hiring process or are deemed “unsuccessful”.

7. SELECTION PROCEDURE

7.01 Selection is the process of screening applicants to ensure that the most appropriate candidate is hired. SGPS is committed to ensuring this selection process is free from discrimination based on any of the enumerated grounds in the Ontario Human Rights Code.

7.02 The following grounds are protected under Ontario Human Rights Code.

- citizenship
- race
- place of origin
- ethnic origin
- colour
- ancestry
- disability
- age
- creed
- sex / pregnancy
- gender identity
- gender expression
- family status
- marital status
- sexual orientation
- receipt of public assistance
- record of offence

See Appendix D for definitions of protected grounds.

7.03 All selection or screening methods must be based on the essential tasks and skills for the position (as outlined in the job description) and comply with human rights legislation.

7.04 Engage in the appropriate steps for selection procedure

**Step 1:** Review applicant qualifications (where applicable: resume, cover letter, and application form) to ensure that minimum requirements are satisfied.

**Step 2:** Applicants who do not meet the minimum qualifications will be screened out. (In job advertisement it is good to state that only those candidates who meet the job requirement will be consider)

**Step 3:** Short-listed candidates will be ranked from highest to lowest based on their relevant qualifications.

**Step 4:** Candidates will be contacted to schedule an interview.

Interview: Interview will be conducted either by a panel or an individual, depending on the position. Interviews should be structured as much as possible to ensure fairness across the board. Questions will be standardized to ensure that responses can be compared against each other.

**Step 5:** Evaluate responses and assign scores.

a) Selection procedure = Resume (points) + Interview (score)

b) Rank the candidates and short list them.

c) Only conduct reference checks for individuals who passed the interview stage.

a) After making a conditional offer, additional selection techniques can include: criminal records check, driver's records check. Written consent is required before requesting records checks.

b) Conduct reference checks based on academic or professional sources. Ensure that references provided by candidates are reliable therefore, avoid friends and family members.

**Step 6:** References

References will aid to understand job candidates through a third party. Reference checking will be conducted in the final stages of an assessment process, after the applicant pool has been narrowed to a handful of individuals.

See Appendix E for further guidelines and details pertaining to this selection process.
8. OFFER OF EMPLOYMENT

8.01 The Hiring Committee shall strive to notify all the applicants of the outcome of the hiring process within five business days of the last interview. If this time frame must be extended due to unforeseeable events the Hiring Committee must notify all the applicants of this change by email or phone.

8.02 The Hiring Committee shall contact the successful applicant to ensure he/she will accept the position. At this time, confidentiality shall be requested of the applicant and maintained by the Hiring Committee until all unsuccessful applicants have been notified.

8.03 The Hiring Committee shall make every reasonable effort to notify all the unsuccessful applicant as soon as possible after the successful applicant has accepted the position. Applicants whenever possible should be notified by phone. If possible the Hiring Committee shall inform all the unsuccessful applicants that they can join one of SGPS standing committees suiting their interest (http://www.sgps.ca/jobs/committees.html).

9. ONBOARDING

9.01 Onboarding begins as soon as an offer of employment is made and ends with completion of the probationary period. It is the process of introducing the employee to key policies, procedures, systems, processes, and people required to perform their job successfully. The new employee should feel welcomed and valued, and onboarding should confirm his/her decision to join the SGPS.

9.02 Before Day One communication plan: the manager shall communicate with the new employee between the time they accept the offer and their first day on the job. This communication helps to provide information, answer questions, reduce anxiety and permit a smoother transition as the new employee comes aboard.

9.03 After the employment offer is accepted, the hiring manager should call the new employee and provide basic information for the first day (e.g. parking, appropriate dress attire, work location, start time, etc.). The manager should also explain upcoming new employee processes such as paperwork and banking information. Answer any questions the new employee will have, and provide him/her with information on their work sponsor. The work sponsor is a colleague who acts as a “buddy” during the onboarding and should be the new employee’s “go-to” person. Follow up the phone-call with an email (be sure to copy the work sponsor on email).

9.04 Two to three days before the first day, the work sponsor should email or phone-call the new employee. The work sponsor should introduce themselves and their role at the SGPS, provide contact information, and answer questions.
New Employee Orientation Checklist. See **APPENDIX F** for a sample checklist and timeline of manager responsibilities. This is a general checklist and slight modifications might be required for differing hiring categories. There are three sub-checklists for before the employee’s first day of work, the employee’s first day of work, and the employee’s first week of work.

The template welcome letter/email found in **APPENDIX G** can be used by Managers/Supervisors to provide new hires with information about the required activities that need to be completed as they begin employment. This letter is sent after an employee has accepted a written offer of employment.

The hiring manager shall send a welcome email to the current employees, informing the team of the new employee(s). See **APPENDIX H** for a welcome email template.

Check in questions: these questions are helpful to assist in guiding conversations and helping you to assess how the new employee is doing and where they may need additional coaching and support. Below is a list of sample questions that may be useful.

- a) What is going well?
- b) What challenges are you experiencing?
- c) What would you like to know more about?
- d) What has been the highlight so far?
- e) What suggestions do you have for improvement?
- f) What are your goals?
- g) What do you need from me as your manager to help you succeed?

### 10. EMERGENCY HIRING PROCEDURE

**10.01** Emergency hire employees are intended only for temporary or seasonal employment, and are exempt from normal recruiting requirements.

**10.02** Reasons for hiring an emergency hire employee would typically be:

- a) To complete critical work when the original incumbent is unavailable until the time a suitable replacement can be determined
- b) While the vacant position is being advertised especially around Orientation Week timeframe

**10.03** In the event that one or more SGPS Part-Time Staff(s) is unable to perform the duties of the Program, either due to incapacity or conflict of interest, resignation, removal, or emergency circumstances, the Hiring Committee may appoint a temporary replacement SGPS Part-Time Staff from within the organization to fulfill the duties of the role temporarily. The length of time the temporary replacement fulfills the duties of the role will depend on the position being held and the time of year. If the VP Professional and SGPS Other executive decide to post the position for external applicants to apply, that SGPS Part-Time Staff will occupy the position until a new incumbent is hired.
10.04 The replacement position is temporary and the incumbent will not be entitled to an abbreviated renewal procedure. Further, the replacement must be eligible as per the SGPS hiring policy and be approved by SGPS Human Resources Committee.

11. REHIRING PROCEDURE

11.01 The purpose of the rehiring policy is to save time and resources in the hiring process while protecting the best interests of the Program. Rehiring encourages well-performing and experienced SGPS Part-Time Staffs to return for another year. The policy allows a current SGPS Part-Time Staff to be rehired for the following year without undergoing the standard hiring process, provided they receive a positive review during the annual Advisor evaluation and continues to meet eligibility requirements for employment in the Program. SGPS Part-Time Staffs receiving a poor or qualified evaluation will not be eligible for rehiring through this policy. This policy recognizes that it is beneficial for the Program to retain experienced and skilled SGPS Part-Time Staffs, preserve institutional memory, advance institutional competence, and maintain healthy, ongoing relationships with other parties in the University.

11.02 A SGPS Part-Time Staff who intends to apply to return to the Program for another year should make their own intentions known to the Hiring Committee at least two months in advance of the completion of their contract, allowing time for rehiring process before the positions are publicly advertised. If the SGPS Part-Time Staff does not obtain a positive performance evaluation, the Hiring Committee shall post the position publicly, giving external applicants a chance of going through the application process.

11.03 A member of the Hiring Committee will conduct an evaluation of the SGPS Part-Time Staff (See Appendix I). That member will provide a copy of both evaluations to the Hiring Committee. If the SGPS Part-Time Staff receives an overall positive performance evaluation, the VP Professional shall recommend to the Hiring Committee that the SGPS Part-Time Staff be rehired.

11.04 The Hiring Committee shall attempt as much as possible to reach its decision by consensus. If the Hiring Committee is convinced that consensus is impossible then it may decide by simple majority.

11.05 In recognition of importance of providing work, leadership experience, and employment opportunities to students; and of the limited number of such positions, the SGPS shall strive to disperse employment and appointment opportunities to as many different students as possible from year to year.

11.06 As hiring a completely new complement of staff each year would not be conducive to the efficient running of the services, the Hiring Committee shall use their discretion in the amount of rehires, based on the number of available staff positions, experience of the applicant pool, and performance of current/past SGPS Part-Time Staff. Having worked in a service the past year may not guarantee a position the following year. The rehiring of individuals shall in all cases require exceptional past performance and additionally be based on: their ability to aid in the training of new employees; their ability to provide leadership to new employees; and the level of
continuity they would provide. The Hiring Committee should ensure to check SGPS Part-Time Staff’s discipline record, performance reviews, and any other relevant files in considering their decision to rehire.

11.07 The SGPS aspires to hire candidates who may be valuable to the organization, however, the Hiring Committee must weigh all possible factors, endeavoring to hire new employees as they see fit. The Hiring Committee shall rehire using their discretion in determination that the welfare of the service would be genuinely compromised by a failure to retain additional experienced staff. Keep in mind, if four new commissioners are hired at the same time, this particular staff will be little knowledge and experience with staff acting as mentors to new hires.

11.08 Where sufficient opportunity has existed to observe and assess the performance of a staff member seeking employment with the same service for the following school year, the staff member shall be considered as a rehire, regardless of their status/whereabouts at the time of application. This includes, but is not limited to, employees on a winter term exchange and employees who were unable to complete their period of employment due to illness or other extenuating circumstance. Insofar as these students are considered rehires, they shall not be eligible to work for the same service in the fall hiring period.

11.09 Under the discretion of the Hiring Committee, no student shall work more than four years in a service wage-level position. This limit reflects a balance between the SGPS desire to act upon its philosophy of spreading opportunity and its recognition of the positive contribution made by the exception students who are hired repeatedly as staff.

11.10 The Hiring Committee is encouraged to use APPENDIX I as a guideline for conducting an unbiased, objective, and standardized method of evaluating performance in order to determine if a candidate is qualified to be a rehired SGPS Part-Time Staff.

11.11 If the applicant has previously worked for the SGPS, but was terminated for any reason, it is up to the discretion of the Hiring Committee whether or not that applicant qualifies for the position. This applicant must go through the normal hiring process and not through the rehiring process if they are eligible for the position.

11.12 A positive performance evaluation constitutes as the SGPS Part-Time Staff being rated as extremely positive on an objective performance review. The SGPS Part-Time Staff shall be considered for rehire as long as they receive exceeding performance results on the performance review.
SGPS
HIRING POLICY AND PROCEDURES
MANUAL – APPENDICES
APPENDIX A
Writing a Job Description

Introduction
The job description is a critical document for every position. A good job description performs a number of important functions:
- It describes the skills and competencies that are needed to perform the role;
- It defines where the job fits within the overall company hierarchy;
- It is used as the basis for the employment contract; and
- It is a valuable performance management tool.
The following outlines how to write a job description that is clear, concise and accurately defines the role in 5 simple steps.

1. Job title
The first fundamental element of the job description is the job title. A good job title will have the following qualities:
- It accurately reflects the nature of the job and the duties being performed
- It reflects its ranking order with other jobs in the company
- It does not exaggerate the importance of the role
- It is free of gender or age implications
- It is generic enough that it can be compared to similar jobs in the industry for the purposes of equity in pay and conditions
- It is self-explanatory for recruitment purposes (in most online job searches, the job title is the main keyword searched).
An example of a good job title is ‘Parking Inspector’. An example of a bad job title for the same position would be ‘Council Enforcement Officer’. This title gives you no indication of what is being enforced. In this case, the word ‘parking’ would be a mandatory requirement in the job title.

2. Duties
The job description should contain a list of the duties and responsibilities associated with the role, along with the amount of time expected to be dedicated to each task. This should be represented as a percentage (i.e. filing 20%, data entry 40% etc). Descriptions of duties should be no more than two or three sentences in length and should be outcome-based, containing an action, an object and a purpose (ex. ‘compiles monthly reports to allow monitoring of the department’s budget’).
The list of duties and responsibilities will vary in length, but as a rule, should be as short as possible, otherwise the document becomes an operational manual rather than a job description.
Roles in smaller companies (ex. office manager) may have more tasks associated with them, due to their ‘all rounder’ nature, but you should still aim to keep your list to around fifteen tasks and preferably less.

3. Skills and competencies
Skills and competencies should be listed separately from each other, as they are two quite separate things. Skills are activities the candidate can perform based on what they have learned in the past, or from qualifications they have obtained. Competencies are the traits or attributes you expect the candidate to display in the role. An example of a skill is the ability to give effective presentations. It is a skill that can be learned through study and practice.
An example of a competency, on the other hand, is strong communication, which is an innate characteristic displayed by a person. The modern trend towards competency-based job descriptions means extra weight is given to behavioural competencies such as leadership, teamwork, flexibility, communication and initiative.

4. Relationships
It is important to include reporting lines and working relationships in your job description. Reporting lines clarify the responsibilities of the position by showing who the candidate reports to and who reports to them. This is important, not only in relation to compliance issues, but also to give the candidate an insight into the hierarchical structure of the organization and how their position fits into it.
Working relationships are the people and departments the position requires the candidate to work closely with. It is a good idea to give an indication of the size of such departments and the extent of interaction.
An organizational chart is a good way to represent relationships in a job description, with vertical lines between boxes demonstrating reporting lines and horizontal lines showing working relationships.

5. Salary
Rather than assigning a particular salary to the position, work out a salary range to include in the job description that is competitive with similar positions in other organizations and allows for variations in education and experience.
Obviously, this would need to be updated from time to time, in line with changing pay scales.

In closing…
A good job description is much more than a laundry list of tasks and responsibilities. If well written, it gives the reader a sense of the priorities involved. It not only provides a clear picture of the position for potential candidates, but is also a useful tool for measuring performance and a vital reference in the event of disputes or disciplinary issues. So, the more accurate you can make a job description upfront, the more useful it will become in the future.
APPENDIX B
Tips for Resume/Application Screening

1) Candidate followed the application process

Ensure the resume and application questions include ALL information you required from the job posting and the application procedure. Applications that are missing information can indicate the person does not pay attention to detail, hasn’t closely read the posting or they are simply applying to any job they see. All of these might be red flags for successful candidates.

2) Personal and Contact Information

Has the candidate provided you with accurate information to contact them? Is the information easy to find. Pay close attention to email addresses – are they professional?

3) Use the job description and list of qualifications:

Before starting the screening process ensure you have the job description and the required qualifications in front of you. This will help you to eliminate candidates whose resumes do not show these qualifications. A professional resume should be tailored to the specific job and speak to the qualifications you indicated in the job posting. Pay close attention to specific technical skills you require for the position such as PeopleSoft or Excel.

Note: The more resumes you received for a job, the more exacting your list of qualifications can be.

4) Overall consistency and professional appearance

Is the resume easy to read? For each resume, look for overall neatness, lack of typos, and consistent formatting. A well-organized and thought out resume can show attention to detail and a certain level of professionalism, traits that you want your employees to possess.

Pay special attention to trends and timing in work, educational and volunteer experiences. There should be consistency in the resume and any discrepancies or gaps should definitely be addressed further with the candidate in phone or in person.

5) Look for accomplishments, not just responsibilities

It is also important for resumes that show accomplishments instead of simply responsibilities. Accomplishments show what was actually achieved by the candidate, such as “increased company sales by 50%.” Responsibilities show what was done on the job, such as “prepared budgets and project plans.” Resumes that emphasize accomplishments can show that the person is an achiever and understands how day-to-day tasks affect the bottom line.

6) A sense of the candidate’s personality
Cover letters will often provide you with a strong sense of who the candidate is and why they might be a great fit for your organizational culture. Look for indicators that the candidate might have the traits you are looking for such as problem solving, team oriented, organized, dependable and/or supportive.

7) **Don’t be afraid to ask for more information**

If an application has gaps or leads you to have questions, contact the applicant to get your answers. Often a quick clarifying email or phone call can provide you with all the information you need to proceed.

*If the question will not affect the decision making process of the application, wait until the face to face interview but make a note on the application.*
APPENDIX C
Pre-Screen Interview

PRE –SCREEN INTERVIEW: When the application alone is not enough…

You may wish to interact briefly with potential candidates by phone in order to get a better idea of their ability to present themselves verbally. Typically this process is to help you get a better understanding of the candidate and fill in any blanks you see on their resume/cover letter/application.

Select a few key questions, no more than three to five, and keep the conversation brief (no more than 20-30 minutes). Take notes so that you can compare candidate responses later. Be sure to evaluate both the quality of the responses, as well as the candidate’s understanding of and enthusiasm for the position.

Note: Although not as effective, if necessary this pre-interview can also be conducted via email.

Benefits of the Pre-Interview Screening

When a large pool of candidates applies for a position, this pre-screening tool saves the hiring committee time when searching for the best candidate. The committee can eliminate applicants who do not meet the SGPS’s criteria and only spend valuable time interviewing applicants who have the best qualifications, skills and responses to interview questions. Pre-Screening also helps you to improve your offer acceptance rates which limits the amount of time you have to spend on the recruiting process.

Starting the conversation

Inform the candidate that you are conducting a quick pre-interview to gather some additional information regarding the application and a short list of applicants will be chosen by the hiring committee at a later time.

Sample Questions might include (but are not limited to),

1. I notice a gap in your professional experience can you clarify that for me?
2. Why are you interested in this position?
3. What are you looking for in a job?
4. What attracted you to the SGPS?
5. Why do you think you will be a good fit for our organization?
6. Describe three practical skills that you possess which make you a qualified applicant for this position.
7. What job responsibilities and duties do you excel at?
8. When are you looking for make the transition to this position?

Note: Ensure you are asking any questions that are left unanswered after screening the application and resume.
**Sample closing:**
Thank the applicant for their time and let them know you have several other applicants to talk to before proceeding with setting up in-person interviews **OR** schedule the interview at that time (depending, of course, on how the phone screen went).
APPENDIX D
Definitions of Protected Grounds

- **Race-related grounds** include: ethnic origin, colour and place of origin. In some instances, it may also include citizenship and ancestry.
- **Disability** includes temporary and permanent disabilities, being in receipt of Workers Safety and Insurance Benefits in the past or at present, learning disabilities, visible, invisible and perceived disabilities.
- **Age**: for housing, you have to be 18 unless you are no longer under parental control.
- **Creed** includes religions and beliefs.
- **Sex** includes pregnancy and gender, that is, persons who are bisexual, transgender, transsexual or inter-sexed.
- **Sexual orientation** includes persons who are gay, lesbian, bisexual or heterosexual.
- **Family status** is the status of being in a parent child relationship.
- **Marital status** includes being single, married, widowed, cohabitation and same-sex marriages.
- **Receipt of social assistance** applies only to housing accommodation and includes for example, being in receipt of government-funded subsidies and supportive housing.
- **Record of offences** includes provincial offences such as under the Highway Traffic Act, and federal offences for which a pardon has been granted.
- All selection or screening methods must be based on the essential tasks and skills for the position (as outlined in the job description) and comply with human rights legislation.
APPENDIX E
Guidelines for Selection Process

STEP 4
Panel Interview Guidelines

Engaging other people in a selection process can be very helpful. You may want to include a senior staff member, and a potential co-worker to ensure right fit of the candidate. When you invite panel members to participate, let them know how much time it will take and what their role will be. Their contribution can include any of the following:

- Helping to develop selection criteria
- Screening resumes
- Preparing interview questions
- Participating in interviews
- Assessing each candidate against the selection criteria
- Providing input about the final selection
- When working with a selection panel:
  - Give panel members copies of the candidates' resumes and any other information the candidate provided
  - Prepare for interviews by clarifying which panel member will ask each question
  - Share all materials that relate to the hiring process (announcement and job description, selection criteria, template for assessing candidates, etc.)

Prepare for the Interviews

Guidelines for Questions:
1) Prepare a list of questions to ask during the interview.
2) Develop key questions to explore past job performance, covering all essential functions.
3) Also, prepare follow-up questions.

Conducting the Interviews
1) Select appropriate environment for interviews and ensure there will be no interruption.
2) For internal candidate, conduct interview off-site.
3) Ensure consistency in environment and interview format.
4) All appointments must be same length.
5) Please ensure that the majority of the interview conversation is conducted by the interviewee.
6) Please do not overwhelm the candidate as this could impact their responses.
7) Thank the candidates and explain the next step and ask their permission to contact references.
Be aware of bias in the interview process

The following is a list of common biases that can occur when interviewing candidates:

- **Leniency/ Strictness Bias** occurs given people differ in how they evaluate people; some interviews are very liberal and lenient, while others are critical and demanding. This bias tends to raise or lower the scores of people who are interviewed.

- **Halo Effect** occurs when the interviewer lets one favoured qualification, trait, or experience influence all other factors, resulting in an unduly high overall performance rating.

- **Horns Effect**, similar to the halo effect, allows one disfavoured qualification, trait, or experience take precedence and result in an unfairly low candidate rating.

- **Similarity Effect** occurs when an evaluator rates a candidate based on characteristics the appraiser sees in themselves. Interviewers have an unconscious tendency to favor people who are physically and professionally similar to them.

- **Appraiser Biases** occurs when an evaluation is based on individual demographic differences. Personal beliefs, attitudes, assumptions, and preferences can lead to unfair evaluations of candidates.

- **Primacy Effect** is associated with "the first impression," interviewers' first impressions of a candidate can often play a powerful role in their subsequent assessment.

- **Contrast Effect** occurs when one's individual ranking is based on one's position relative to others in the group. If the interview pool consists of a number of outstanding candidates, it is extremely difficult for an average candidate to be picked as number one, but in a substandard pool, the average candidate may inexplicably stand out.

STEP 6
Guidelines for Reference Checks

Structured reference checks are:

a) **Job-related**. The focus is on an applicant’s ability to perform the job-essential and asset qualifications that are outlined in the Statement of Merit Criteria. Structuring the reference check around job-relevant criteria provides a more accurate prediction of future job performance.

b) **Based on an observation of work**. The information that is provided by a referee must be based on their own experience observing or working with the applicant. This personal experience enables a referee to comment on the consistency of the applicant’s performance over time.

c) **Less prone to self-serving bias**. By offering a third-party perspective, structured reference checks are less influenced by inflated self-evaluations on the part of the applicant.

d) **Standardized**. The same set of questions are asked of all referees in a given appointment process. This consistency in approach helps to ensure that all applicants are treated equally and that comparable information is obtained for each applicant.

e) **Focused on behaviours**. By focusing on job-related behaviours, the reference check process becomes more objective and errors in judgment are minimized. Asking probing questions and
comparing information skillfully also help to ensure that the process produces more than a superficial evaluation.
f) **Legally defensible.**

Reference Check Question Guidelines

**Preliminary questions.** This open-ended questions will help the reference checker to understand the referee’s working relationship with the applicant, as well as the applicant’s strengths and areas for development.

**Questions for verification.** These questions serve to verify applicant information from other selection methods such as the application form, résumé and interview.

**Competency-based questions.** These questions ask referees to describe specific actions that the applicant has taken to demonstrate a series of job-relevant competencies. The reference checker’s primary objective is to obtain facts, relevant incidents and behavioural examples from referees, rather than opinions or general statements about the applicant’s ability in each competency area.

**Questions about developmental needs.** In order to bypass the reluctance sometimes expressed by referees to report unfavourable information about an applicant, questions on developmental needs can be asked. For example, “Are you aware of any areas that could be developed in relation to the competency?” might be asked. By emphasizing that “even the strongest applicants have improvement areas”, referees are typically more comfortable providing statements in this area. Nonetheless, questioning about more sensitive information, such as potentially-inappropriate work-related behaviour, should occur later in the interview, once sufficient rapport has been reached between the referee and the reference checker.

At the beginning of your conversation, explain to the reference the importance of the position you are hiring for and tell them you appreciate their honesty. At the end, thank them for the time they have spent talking to you and for their help.
## APPENDIX F
Onboarding Process Checklist

<table>
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<tr>
<th>Task</th>
<th>Status</th>
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<tbody>
<tr>
<td>Send welcome package with important information and welcome letter (via email)</td>
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<tr>
<td>Assign and prepare workspace and provide basic office supplies</td>
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<tr>
<td>Obtain a NetID for the new employee prior to their first day. Contact your departmental IT Administrative Representative (<a href="http://www.queensu.ca/its/itadmin/itadmin-list.html">http://www.queensu.ca/its/itadmin/itadmin-list.html</a>) to request a NetID or call 613-533-6666 for support. Additional information on obtaining a NetID is available online: <a href="http://www.queensu.ca/its/netid.html">http://www.queensu.ca/its/netid.html</a>. Please note that in order to obtain the NetID, the HR Biographical Data sheet must be returned to HR in order to be processed into HR PeopleSoft.</td>
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<tr>
<td>Arrange for a telephone, or reset password, and obtain accessing instructions and codes</td>
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<tr>
<td>Assign a “buddy” to assist the new employee as a “go-to” person</td>
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<tr>
<td>Arrange for office and desk keys, fob and/or security pass</td>
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<tr>
<td>Send an email to the department announcing the new employee</td>
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<tr>
<td>Arrange your schedule to be able to spend some time with the new employee on their first day</td>
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<tr>
<td>Develop a training plan and schedule as needed</td>
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<tr>
<td>Develop a work plan for the first day and first few weeks</td>
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<tr>
<td>Welcome the new employee and show them their space</td>
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<tr>
<td>Share the New Employee Reference Guide</td>
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<td>Activity</td>
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<td>-------------------------------------------------------------------------</td>
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<tr>
<td>Review confidentiality of information, health and safety checklist, procedure guidelines, alarm procedures, and the guide to responding to emergencies</td>
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<tr>
<td>Review hours of work, schedule, pay schedule, overtime policy, and vacation planning</td>
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<tr>
<td>Discuss procedures for scheduling time off and unexpected absences</td>
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<td>Review proper attire for workplace or lab</td>
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<td>Review departmental policies for cell phone, personal calls and other departmental policies</td>
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<tr>
<td>Review departmental and role security requirements</td>
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<tr>
<td>Provide the employee with keys, fob, security pass</td>
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<td>Tour of the department and/or building (washrooms, lunchroom/coffee machine, vending machines, water fountain, closets, emergency exit, first aid kit)</td>
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<td>Provide a copy of seating charts if available or organizational chart</td>
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<tr>
<td>Ensure employee registers for Queen’s monthly New Staff Orientation via the on-line registration portal <a href="http://www.queensu.ca/humanresources/apps/training/">http://www.queensu.ca/humanresources/apps/training/</a></td>
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<tr>
<td>Location of printer, fax, copier, shredder, office supplies ( and information on how to order)</td>
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<tr>
<td>Computer orientation, including log-in, passwords, networks, email</td>
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<tr>
<td>Telephone and voicemail orientation <a href="http://www.queensu.ca/its/telephone.html">http://www.queensu.ca/its/telephone.html</a> with password</td>
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<tr>
<td>Indicate location of additional eating facilities on campus</td>
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<tr>
<td>Ensure buddy or work sponsor has made arrangements for coffee or lunch</td>
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<tr>
<td>Meet with the new employee at the end of the day to answer</td>
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<tr>
<td><strong>FIRST WEEK</strong></td>
<td><strong>Tasks</strong></td>
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<tr>
<td>Review department’s mission, strategy, values, functions, policies and procedures; organization of the department; critical members of the department; departmental staff directory, department calendar</td>
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<td>Review job description, responsibilities, competencies, and expectations</td>
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<td>Review performance feedback and appraisal process using Performance Dialogue Process (PDP) and schedule time for probationary objective setting and follow-up</td>
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<td>Advise the employee of the availability of individualized emergency response plans should one be required (as per the provisions of AODA)</td>
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<td>Review faculty, portfolio and University structure</td>
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<tr>
<td>Provide overview of budget and finance procedures and polices if applicable (travel, P-Card usage, consulting, hospitality, reimbursement)</td>
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<tr>
<td>Review key general university policies (including but not limited to: accommodation in the workplace, conflict of interest, acceptable computer use, harassment, and travel expenses) <a href="http://www.queensu.ca/humanresources/policies.html">http://www.queensu.ca/humanresources/policies.html</a> and if applicable, the appropriate Collective Agreement.</td>
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<tr>
<td>Review departmental health and safety policies /Emergency procedures/First Aid</td>
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<tr>
<td>Arrange for any required training (computer software, HR PeopleSoft, Health and Safety,</td>
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</table>
and other departmental specific training) Computer software tutorials and resources are available through ITS: http://www.queensu.ca/its/help.html

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<thead>
<tr>
<th>Task</th>
<th>Details</th>
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<tbody>
<tr>
<td>Provide a list of key contacts who can address the new employee’s questions on a variety of issues</td>
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<tr>
<td>Gather feedback about the orientation program from new employee</td>
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<td>Ensure that a senior leader (in the new employee’s office) welcomes the new employee</td>
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<td>Review university and department website</td>
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<td>Review and discuss the employee’s performance objectives</td>
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<td>Schedule regular 1:1 meetings on an ongoing basis to provide ongoing coaching and feedback</td>
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<tr>
<td>Develop a plan to assess development and performance</td>
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</table>
Welcome to Queen’s University. We are looking forward to your first day in [DEPARTMENT]. On your first day, [DATE], please come to [BUILDING] to the [#] floor at [TIME]. Please ask for [NAME] and they will show you to your work station / office.

In order to facilitate the start of your employment, there are a few items that you need to take care of. If you have any questions about any of the items below, please contact [HIRING MANAGER/DEPARTMENTAL ADMINISTRATOR].

Your Queen’s employee number is [8-DIGIT EMPLOYEE ID]. Please keep this information in a safe place, as you will need it for your career at Queen’s and for the process outlined below.

- Using any computer connected to the internet, please go to the NetID Activation webpage and use your employee number to activate your Queen’s NetID and email. You will use this NetID to access many systems at Queen’s, including MyHR where you will receive your e-pay advice slips.
- Note your Queen’s NetID and Queen’s email address for future reference.
- Go to Queen’s MyHR site. Here, you will need to enter your NetID and provide the following information:
  - Banking information for payroll direct deposit
  - Emergency contact information
  - Verify your address and phone number
  - If these are incorrect, please edit the information online
- Go to Queen’s Learning Catalogue and sign up for the next offering of New Employee Orientation
  *Include for faculty and staff that are eligible for employee benefits only. If unsure contact your HR Advisor:*
- Call your HR Advisor and make an appointment in order to:
  - Sign up for benefits,
    - Get your photo taken for your employee identification card

Within your first week, I will confirm arrangements for you to complete the University’s mandatory training, in compliance with the Occupational Health & Safety Act and the Accessibility for Ontarians with Disabilities Act and provide further details on orientation activities which will occur over the coming weeks.
Departments may wish to add further department-specific information, such as visiting the department/faculty website or signing up for WHMIS training, etc.

We look forward to seeing you at Queen’s.

Sincerely,

[HIRING MANAGER SIGNATURE]
APPENDIX H
Message to Team Welcoming New Hire

To: Team

From: Manager

Subject: Welcome Name of new employee

Dear Team:

I am very pleased to announce that Name will be joining our team as Title. His/Her first project will be XXXXX, or he/she will be focusing on XXXXXX. Name comes to us from previous employer/school, where he/she was a XXXXX for # of years. Before that, he/she worked XXXXXX. Name brings list capabilities/competencies, or how they will be contributing to the team. Include something personal such as hobbies, sports or interests if known. Name’s first day will be MM/DD/YYYY, and he/she will be located spot/building/floor. I will bring Name around for initial introductions, but please feel free to stop by and introduce yourself and welcome Name to our department/faculty.

Please join me in welcoming Name to our team

Sincerely, Manager
### Queen’s University Performance Review Summary Form (to be completed for all staff and forwarded to Hiring Committee)

<table>
<thead>
<tr>
<th>Employee Name:</th>
<th>IRIS Personnel Number:</th>
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<th>Department:</th>
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<th>Review Completed By:</th>
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<th>Review Period:</th>
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#### Key Elements:

1. **Accomplishments** - the extent to which the employee meets expectations in performing the job functions of his/her position as defined in documentation such as the PDQ, annual work plan, etc.

   - 5 □ Consistently Exceeds Expectations (supporting statement/documentation required)
   - 4 □ Fully Achieves and Occasionally Exceeds Expectations
   - 3 □ Fully Achieves Expectations
   - 2 □ Sometimes Achieves Expectations
   - 1 □ Unsatisfactory/Rarely Achieves Expectations (supporting documentation required)

2. **Service & Relationships** - the extent to which the employee's behaviors are directed toward fostering positive working relationships in a diverse workplace, respect for one's fellow workers, and cooperation with students, customers, and visitors.

   - 5 □ Consistently Exceeds Expectations (supporting statement/documentation required)
   - 4 □ Fully Achieves and Occasionally Exceeds Expectations
   - 3 □ Fully Achieves Expectations
   - 2 □ Sometimes Achieves Expectations
1. Unsatisfactory/Rarely Achieves Expectations (supporting documentation required)

3. Accountability & Dependability - the extent to which the employee contributes to the effectiveness of the department and the overall mission of the University. (NOTE: Time off approved under FMLA may not be considered.)

   5. Consistently Exceeds Expectations (supporting statement/documentation required)
   4. Fully Achieves and Occasionally Exceeds Expectations
   3. Fully Achieves Expectations
   2. Sometimes Achieves Expectations
   1. Unsatisfactory/Rarely Achieves Expectations (supporting documentation required)

4. Adaptability & Flexibility - the extent to which the employee exhibits openness to new ideas, programs, systems, and/or structures.

   5. Consistently Exceeds Expectations (supporting statement/documentation required)
   4. Fully Achieves and Occasionally Exceeds Expectations
   3. Fully Achieves Expectations
   2. Sometimes Achieves Expectations
   1. Unsatisfactory/Rarely Achieves Expectations (supporting documentation required)

5. Decision Making & Problem Solving - the extent to which the employee makes sound and logical job-related decisions that are in the best interest of the University. (As applicable, this element includes developing and managing human and fiscal resources within the framework of University policy.)

   5. Consistently Exceeds Expectations (supporting statement/documentation required)
   4. Fully Achieves and Occasionally Exceeds Expectations
   3. Fully Achieves Expectations
   2. Sometimes Achieves Expectations
   1. Unsatisfactory/Rarely Achieves Expectations (supporting documentation required)
TOTAL POINTS: ________

Employee Name: _____________________________________  IRIS
Personnel No: _______________________________________

RATING

Consistently Exceeds Expectations  =  23 - 25
Fully Achieves and Occasionally Exceeds Expectations  =  19 - 22
Fully Achieves Expectations  =  15 - 18
Sometimes Achieves Expectations  =  10 - 14
Unsatisfactory/Not Eligible for Across the Board Increase (Performance Improvement Plan Required)  =  9 or less

Rating: ___________

Final PR

1. Goals and Objectives have been developed and discussed with employee?  □Yes  □No

2. Job Duties and Performance Expectations have been discussed with employee?  □Yes  □No

3. Appropriate corrective action has been discussed with employee?  □Yes  □No  □NA

Supervisor's Comments: (This section may be used as documentation for the “Unsatisfactory” ratings.)
Queen’s University
Goals & Objectives Form

<table>
<thead>
<tr>
<th>Employee Name:</th>
<th>Personnel Number:</th>
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<tbody>
<tr>
<td>Department:</td>
<td>Position:</td>
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<td>Title:</td>
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<td>Review Completed:</td>
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<td>By:</td>
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- The Goals & Objectives should include both departmental goals and plans for personal and professional development.
- The time frame indicates when the goal should be accomplished.
- Evaluation indicates how accomplishment will be measured.

<table>
<thead>
<tr>
<th></th>
<th>Goals and Objectives</th>
<th>Time Frame</th>
<th>Evaluation</th>
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<tbody>
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Employee's Comments: (Employees may provide additional comments to be retained with this document in the personnel file.)

By signing below, I acknowledge that I have participated in the review process and have received a copy of the review.

(1) ______________________  _______  (2) ______

   Supervisor's Signature    Date    Dept. Head/Director's
   Signature               Date

(To be reviewed before employee's signature.)

(3) ______________________  _______

   Employee's Signature    Date
Appendix Discipline

Report of the Discipline Review Committee-HR Standing Committee

Progressive Discipline Policy

Intent
The SGPS has adopted a policy of Progressive Discipline to ensure that employees have the opportunity to correct any performance or behavioural problems that may arise. The SGPS has established a set of reasonable rules and guidelines for employees to follow. These have not been put in place to restrict the freedoms of our employees, but rather they are in consideration of their safety, and the overall protection of SGPS employees, property, and our business practices.

Guidelines
Progressive Discipline Process
In the event that an employee of the SGPS violates company policy or exhibits problematic behaviour, a system of progressive discipline shall be utilized. Progressive Discipline can be issued on either: attendance, conduct, health & safety, or performance concerns. Employees will be given opportunities to correct the unwanted behaviour, unless the behaviour or concern is one of a severe nature, in which case, progressive discipline can be accelerated to match the violation. Typically, progressive discipline will progress through the following steps:

1. Coaching - informal
2. Verbal Warning - formal
3. Written Warning - formal
4. Final Written Warning with Possible Suspension - formal
5. Termination

With each formal violation, the employee will be provided with a written document to: (1) alert them to the problem and provide a reiteration of the correct company policy regarding the violation, (2) advise them of the consequences associated with further infractions, and (3) provide a suggestion towards a method of improvement.

Degrees of discipline shall be used in relation to the problem at hand. As the situation dictates, based on the past performances of the employee, and the seriousness of the violation, the SGPS reserves the right to skip the three step disciplinary process and move straight to termination where necessary.

Progressive Discipline Levels
This policy contains attached Progressive Discipline Levels. The table outlines the progressive discipline steps for common workplace issues. The chart provides clear examples of unacceptable offences and the resulting violation in general terms. The chart does not contain all offences and depending on the nature and severity of the offense SGPS reserves the right to exercise discretion and advance discipline to a higher-level if deemed necessary.

Investigation and Documentation
All violations or alleged violations will be properly investigated and documented by a manager, and/or Human Resources. During this time, the employee may be put on suspension with or without pay subject to managerial discretion. All formal measures that have been taken within the progressive discipline process will be documented and kept in the employee’s personnel file. Investigation procedures will typically follow the following steps:

1. Interview the complainant
2. Interview the respondent
3. Interview witnesses
4. Analyze findings and make a conclusion
5. Present findings and follow-up actions
6. Monitor

Interviewers must use an SGPS approved investigation form to document all formal interviews done for the purpose of investigation. A sample of an investigation form has been provided with this policy.

**Conflict of Interest**

When a conflict of interest exists (e.g. personal relationship, housemate) between an employee and their supervisor, the supervisors shall remove themselves from any disciplinary process. Responsibility for the process shall be delegated to another SGPS employee in a supervisory position to the employee (e.g. HR manager, director) subject to the approval of the VPOPs.

**Termination of Employment**

The final stage of progressive discipline is termination of employment. Termination of employment with SGPS may occur following an employee committing multiple violations of company policy, after the logical steps for progressive disciplinary action have been taken or immediately following a severe violation.

**Appeals**

In the event that an employee feels that they have been wrongfully accused, or disciplined, they may file a written appeal with Human Resources. Written appeals must contain:

- Details of the discipline;
- Events surrounding the discipline;
- Why the employee feels the discipline is not warranted or appropriate.

Human Resources shall review and respond to all written appeals within fifteen (15) business days.

**Suspension with Pay – Pending Investigation**

In the event that a SGPS employee is placed on suspension pending the results of an investigation, the employee will be notified of the decision, a stated timeline for the investigation and the actions that predicated the decision.

This form of suspension is not disciplinary but is intended to allow SGPS to examine the issues thoroughly and to determine appropriate action. Should the investigation not be completed during the stated timeline, SGPS will reserve the right to extend the suspension, as necessary.

During the course of the investigation, the suspended employee will be provided with the details of the allegations and given an opportunity to respond to them. The suspended employee must ensure that he/she is available for interviews during this period. If the suspended employee fails to make him/ herself available, SGPS will proceed with the investigation and make a determination based on the information available.

The suspended employee will have the right to legal representation or an SGPS representative present at any such interview, and will be given 24 hours notice prior to any interviews taking place. As the suspended employee will be suspended with full pay, he/she will be required to be available for interviews during this period. Should the suspended employee need to leave town or be otherwise unavailable for interviews, he/she must submit a request and be granted approved leave.

Any SGPS employee who is placed on suspension with pay will be required to temporarily turn over his/her office keys, access passes and SGPS identification and credit cards. Any and all SGPS property, business information, and confidential information are to remain at the worksite. In the event that any SGPS employee placed on suspension with pay maintains any files or equipment at his/her residence which are the property of SGPS, he/she will be required to turn
these items over to an SGPS representative, until such time as the investigation is completed. SGPS employees placed on suspension with pay should not have contact with anyone from the office other than their designated point of contact.

**Administration**
If you have any questions or concerns about this policy or its related procedures please contact:
- Employee Name and/or Position Title
- Phone Number
- Mailing Address
- Email Address
- Website

**Acknowledgment & Agreement**
I, (Employee Name), acknowledge that I have read and understand the Progressive Discipline Policy of SGPS. Further, I agree to adhere to this policy and will ensure that employees working under my direction adhere to this policy. I understand that if I violate the rules/procedures outlined in this policy, I may face disciplinary action, up to and including termination of employment.

Name: ________________________________

Signature: ________________________________

Date: ________________________________

Witness: ________________________________
Progressive Discipline Levels

The SGPS is committed to maintaining a safe and productive workplace. Behaviour that is incompatible with that goal will be dealt with in a firm, fair and effective manner. Documentation of improper behavior as the resulting consequences is required in all instances.

Work Violation and Suggested Responses

The following table outlines required progressive discipline for common workplace issues.

Key: Formal Disciplinary Actions
V: Verbal Warning
W: Written warning
S: Final written warning and suspension
T: Termination of employment

Consideration will be given to the nature of incidents, factual details, the frequency of offences and the employee’s overall work record prior to issuing any progressive discipline.

<table>
<thead>
<tr>
<th>Description</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance Violations</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not following attendance policy</td>
<td>V</td>
<td>W</td>
<td>S</td>
<td>T</td>
</tr>
<tr>
<td>Unscheduled absences of more than X days annually</td>
<td>V</td>
<td>W</td>
<td>S</td>
<td>T</td>
</tr>
<tr>
<td>Unapproved late arrivals</td>
<td>V</td>
<td>W</td>
<td>S</td>
<td>T</td>
</tr>
<tr>
<td>Unapproved early exits</td>
<td>V</td>
<td>W</td>
<td>S</td>
<td>T</td>
</tr>
<tr>
<td>Unapproved extended breaks or meal times</td>
<td>V</td>
<td>W</td>
<td>S</td>
<td>T</td>
</tr>
<tr>
<td>Absences that exhibit a pattern or trend</td>
<td>V</td>
<td>W</td>
<td>S</td>
<td>T</td>
</tr>
<tr>
<td>Three or more days of no call, no show at work</td>
<td></td>
<td></td>
<td></td>
<td>T</td>
</tr>
<tr>
<td><strong>Conduct Violations</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Failure to follow organizational or departmental dress code policies,</td>
<td>V</td>
<td>W</td>
<td>S</td>
<td>T</td>
</tr>
<tr>
<td>including wearing identification</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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| Using another person’s computer login, passwords or access codes without proper authorization | W | S | T |
| Giving out your password, access codes and logins for the intention of allowing another person to gain access | W | S | T |
| Unauthorized and improper use of company property | W | S | T |
| Using company time for personal gains including visiting social networking sites and conduct personal business during work hours | V | W | S | T |
| Making unauthorized long distance calls from work phones | W | S | T |
| Using company vendors and purchasing agreements for unauthorized personal gain, including receiving the company discount on personal merchandise orders, using company credit to purchase personal items such as gas and food | S | T |
| Smoking on work premises in unauthorized areas | V | W | S | T |
| Compromising the privacy and confidentiality of another or of company information, including medically related documents | S | T |
| Being unfit to perform job requirements, including sleeping on the job or working under the influence of illegal drugs and alcohol | W | S | T |
| Insubordination, including refusing to accept instructions from supervisors, security officers or other proper authorities | V | W | S | T |
| Use of profane, abusive, or loud/boisterous language on company premises or when acting on the organization’s behalf | V | W | S | T |
| Harmful or damaging comments, gossip or rumours | V | W | S | T |
| Failure to appropriately interact with anyone on company premises, including visitors, customers, patients, or other employees | V | W | S | T |
| Actions that are considered to be disrespectful or harmful to others | W | S | T |
| Threats, fighting, or other physical actions against another person while on company premises or while acting on behalf of the company | S | T |
| Crimes against the organization, including theft, willful damage of company property, possession of alcohol/illegal drugs/weapons/explosives, gambling for personal gain | T |
| Any activity which violates federal or provincial standards regulating | T |

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the provision of professional services or violation of regulations that affect licensing, commissioning or certification

<table>
<thead>
<tr>
<th>Health &amp; Safety Violations</th>
<th>V</th>
<th>W</th>
<th>S</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failure to follow organizational policies, practices and procedures that relate to the health &amp; safety of the organization and its employees *could be progressed depending on severity</td>
<td>V</td>
<td>W</td>
<td>S</td>
<td>T</td>
</tr>
<tr>
<td>Failure to immediately report an accident on company premises or of company responsibility</td>
<td>W</td>
<td>S</td>
<td>T</td>
<td></td>
</tr>
<tr>
<td>Using company machinery or equipment without proper training or certification</td>
<td>W</td>
<td>S</td>
<td>T</td>
<td></td>
</tr>
<tr>
<td>Behaviour which could comprise the safety of yourself or others</td>
<td>S</td>
<td>T</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Violations</th>
<th>V</th>
<th>W</th>
<th>S</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not meeting job requirements/ standards</td>
<td>V</td>
<td>W</td>
<td>S</td>
<td>T</td>
</tr>
<tr>
<td>Missing deadlines</td>
<td>V</td>
<td>W</td>
<td>S</td>
<td>T</td>
</tr>
<tr>
<td>Not attending, arriving late or leaving early to scheduled meetings including team, group, client and/or vendor appointments</td>
<td>V</td>
<td>W</td>
<td>S</td>
<td>T</td>
</tr>
</tbody>
</table>

**Summary**

This chart is meant to provide you with an example of unacceptable offences and the resulting violation. Depending on the severity of your action, management reserves the right to advance the progressive discipline to a higher level that fits the violation.

A Progressive Discipline warning will remain on file for 18 months. If no further violations happen during that period, the discipline will become inactive.
### INTERVIEW COVER SHEET

#### INTERVIEWEE INFORMATION

Name:  
Position:  

#### INTERVIEW PLAN

Purpose:  

#### INTERVIEW INFORMATION

Interviewer(s):  
Location of Interview:  
Notes Taken By:  
Date of Interview:  
Start Time:  
End Time:  

#### INTERVIEW CHECKLIST

- Introduction
- Purpose of interview & interview process
- Invite questions
  - Perform bias check
    - What have you heard about investigation
    - What have you done to prepare
    - Have you been spoken to about what they will say; if so, by whom; what were they advised
    - Do you have any relation/prior background to the parties
    - Is there any reason you are unable to be objective
    - Do you have any fear of reprisal; if so, why; by whom
- Invite their statement
- Probe for specifics related to:
  - Who
  - What
  - Where
  - When
  - Why
  - Additional detail; fill in gaps
  - Identification of relevant evidence (documents etc)
  - Identification of witnesses including what specifically they are alleged to have witnessed

#### BREAK

#### CLARIFYING ALLEGATION

Review during interview break to ensure that all areas have been addressed

- What is reported to have been observed
- Where is the incident alleged to have occurred (include details of site, area, etc)
- Who was alleged to be involved (include witnesses)
- When is the incident alleged to have occurred (include date, time)
- What precipitated the alleged incident (i.e. why is it alleged to have occurred?)

#### GAP ANALYSIS

Identify gaps in information required to clarify incident details:
### FOLLOW-UP QUESTIONS

Identify follow-up questions to address gaps

---

### RECONVENE INTERVIEW

Address any outstanding items and/or follow-up questions

---

### INTERVIEW CHECKLIST

- [ ] Address any outstanding items/follow-up questions
- [ ] Close
  - Summarize statement; verify accuracy
  - Invite any additional information that they want to provide
  - Express appreciation for time and cooperation
  - Remind of confidentiality requirements
  - Outline next steps
  - Provide instruction if they think of anything further
## INTERVIEW REVIEW

### WITNESSES IDENTIFIED

<table>
<thead>
<tr>
<th>Witness Name</th>
<th>Occupation</th>
<th>Relevance</th>
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<tbody>
<tr>
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</table>

### EVIDENCE IDENTIFIED

<table>
<thead>
<tr>
<th>Description</th>
<th>Relevance</th>
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### INTERVIEW ANALYSIS


### FOLLOW-UP ACTIONS
